DOCUMENT RESUME

ED 308 395 CE 052 828

TITLE	Vocational Education. Opportunity To Prepare for the Future. Report to the Chairman, Subcommittee on Elementary, Secondary, and Vocational Education, Committee on Education and Labor, House of Representatives.
INSTITUTION	General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO	GAO/HRD-89-55
PUB DATE	May 89
NOTE	76p.
AVAILABLE FROM	U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies: $2.00 each; 100 or more: 25% discount).
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Compliance (Legal); Disabilities; *Disadvantaged; Economically Disadvantaged; Educational Legislation; Employment Programs; *Federal Legislation; Federal State Relationship; Job Training; Policy Formation; Postsecondary Education; *Program Implementation; Secondary Education; *State Federal Aid; State Programs; State Standards; *Vocational Education
IDENTIFIERS	*Carl D Perkins Vocational Education Act 1984; Reauthorization Legislation

ABSTRACT

In preparation for 1989 reauthorization hearings, the General Accounting Office (GAO) examined how well the Carl D. Perkins Vocational Education Act of 1984 is being implemented. The GAO reviewed the vocational education activities in six socioeconomically diverse states, visiting 20 vocational education institutions and observing 70 local projects in those states. The agency also conducted a telephone survey of vocational education directors in all states and the District of Columbia. It was found that vocational education programs and services consistent with the Perkins Act objectives were provided in the localities studied. However, vocational education students in economically depressed areas may be less likely to receive Perkins funding for improved or modernized program activities than students outside such areas. All six states visited allocated more than half of their basic state grants to economically depressed areas, as the act requires. But some states designated relatively wealthy areas as "economically depressed" and gave them greater per capita funding than they gave some poorer communities. Further, since the disadvantaged population formula includes students who are academically disadvantaged but not poor, some relatively wealthy school districts can receive more money per low-income student than districts with high concentrations of low-income students. Finally, the study found that although the law requires a national vocational education data system, the Department of Education has not yet developed it. (Author/KC)

United States General Accounting Office

GAO

Report to the Chairman, Subcommittee on Elementary, Secondary, and Vocational Education, Committee on Education and Labor, House of Representatives

May 1989

VOCATIONAL EDUCATION

Opportunity to Prepare for the Future

ED308395

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United States
General Accounting Office
Washington, D.C. 20548

Human Resources Division

B-234404

May 10, 1989

The Honorable Augustus F. Hawkins
Chairman, Subcommittee on Elementary,
Secondary and Vocational Education
Committee on Education and Labor
House of Representatives

Dear Mr. Chairman:

At your request, we reviewed several aspects of the implementation of the Carl D. Perkins Vocational Education Act. We analyzed the extent to which the act provides access to quality vocational education programs for designated populations, encourages modernization and improvement of state and local programs, and directs funds to the most economically depressed communities within each state. In addition, we reviewed the availability at the federal level of vocational education data for legislative and executive oversight.

Copies of the report are being sent to the appropriate congressional committees, the Secretary of Education, and the Director of the Office of Management and Budget. We will also make copies available to others upon request.

This work was performed under the direction of William J. Gainer, Director of Education and Employment Issues. Other major contributors are listed in appendix VII.

Sincerely yours,

Edward A Glensmore

for Lawrence H. Thompson
Assistant Comptroller General

Executive Summary

Purpose

Providing quality vocational education to underserved groups in all areas of each state and encouraging modernization and improvement of vocational education programs are two major objectives of the Carl D. Perkins Vocational Education Act of 1984. As part of its preparation for 1989 reauthorization hearings, the Subcommittee on Elementary, Secondary and Vocational Education of the House Committee on Education and Labor asked GAO to examine how well the Perkins Act is being implemented.

Background

The Perkins Act represented a major shift in federal emphasis away from the maintenance of outdated local vocational education programs and toward improving and modernizing programs and increasing participation by targeted groups, such as the disadvantaged, adults in need of training or retraining, and the handicapped. For fiscal year 1989, the federal government provided $918 million for Perkins program activities. Most of the money is distributed to local education agencies, with 57 percent allocated for targeted groups and the other 43 percent to encourage modernization and improvement of vocational education programs. More than half of all Perkins funds must be allocated to "economically depressed" areas.

The federal contribution to vocational education is about 10 percent of total vocational education spending. Although limited, federal involvement is important, state and local officials believe, because it establishes national priorities and supplements state and local funding.

In response to the Subcommittee's request, GAO reviewed the vocational education activities in six socioeconomically diverse states. These states received $158 million in Perkins basic grants for school year 1986-87. GAO visited 20 vocational education institutions and observed some 70 local projects in these states. Additionally, GAO conducted a telephone survey of vocational education directors for the 50 states and the District of Columbia. (See ch. 1.)

Results in Brief

In the localities GAO studied, vocational education programs and services consistent with the Perkins Act objectives were provided. But vocational education students in economically depressed areas may be less likely to receive Perkins funding for improved or modernized program activities than students outside such areas. (See ch. 2.) GAO could not measure the extent to which the major objectives of the act have been met nationwide, because complete and reliable data were unavailable.

All six states visited allocated more than half of their basic state grants to economically depressed areas, as the act requires. But some states designated relatively wealthy areas as "economically depressed" and gave them greater per capita funding than some poorer communities.

Further, the disadvantaged population allocation formula includes students who are academically disadvantaged but not poor. Thus, some relatively wealthy school districts can receive more money per low-income student than districts with high concentrations of low-income students. Because either allocations were too small or localities could not match the federal funds, a large number of school districts in four states returned fund allocations for the disadvantaged and handicapped to the states. In one state, these funds were reallocated to more affluent areas in the state. (See ch. 3.)

Principal Findings

Access Increased and Programs Improved

In the six states and 20 localities visited, Perkins funds, by and large, were used appropriately to (1) provide access to targeted groups and (2) modernize and improve vocational education programs in those localities. (See pp. 19-26.)

Program Improvement Spending in Poorer Areas Limited

By 2000, new workers will need increasingly complex job skills to succeed. In vocational education, these skills are more likely to be provided by improving programs than by simply maintaining existing ones. The act does not require that program improvement funds be directed to the targeted special populations or that the targeted population funds be used for program improvement. In three of the six states, poor communities received less Perkins program improvement funds per vocational education student than did wealthier areas of those states. (See pp. 28-31.)

Impact of Designating Economically Depressed Areas

The criteria states use to designate local areas as economically depressed vary widely. Although the Department of Education must approve the criteria when it reviews each state's vocational education plan, it has not analyzed the funding impact of these designations on individual districts.

For example, Pennsylvania based its designation on the total number of low-income people in each county. Thus, a populous county with the state's highest median family income was classified as economically depressed, while several counties with lower incomes and higher poverty rates were not. Subsequently, the state distributed $114 for each vocational student in the state's wealthiest county but about half this amount in a poorer county not termed economically depressed. On the other hand, New Jersey used criteria that classified fewer than 15 percent of its localities as economically depressed and gave them four times as much of its Perkins Act funds per vocational student as it did to the more affluent areas. (See pp. 34-39.)

"Disadvantaged" Students May Have Only Academic Problems

States must allocate Perkins funds for disadvantaged students according to the numbers of (1) low-income students in each district and (2) all disadvantaged students served in vocational education—both low-income students and those having academic difficulty. Of the 1,639 school districts in the six states reviewed, 22 percent had more academically and/or economically disadvantaged students served in vocational education programs than low-income high school students enrolled in the entire district. For example, one wealthy district reported having 12 low-income students but 600 students served in vocational education who were academically or economically disadvantaged. Of the $23,500 Perkins disadvantaged allocation the district received, less than $600 was due to low-income students. Eliminating academically disadvantaged students from the allocation formula would have cut the district's Perkins disadvantaged funding by 94 percent. (See pp. 39-43.)

Returned Allocations Redistributed to Wealthier Areas

The Perkins Act is silent on how states are to redistribute funds that districts return for disadvantaged and handicapped students. A large number of districts in four states returned such funds. In one of these states, Maryland, about 20 percent of the original allocations for such students were shifted from economically depressed to wealthier areas. Apparently, wealthier communities were better able to meet federal matching requirements. (See pp. 43-46.)

National Data System Needed

Although the law requires a national vocational education data system, the Department of Education has not yet developed it. The lack of data adversely affects congressional oversight and program administration. (See ch. 4.)

Matters for Consideration by the Congress

If the Congress decides to increase emphasis on program improvement in vocational education, it should ensure that the Perkins Act's targeted "special populations" also benefit from such increases.

Should the Congress want to target additional Perkins Act funds to poor communities, it could amend the act to

- require states to allocate at least as much Perkins funding for each vocational student in economically depressed areas as in other areas of the states,
- remove "academically disadvantaged" students who are not poor from the fund allocation formula for the disadvantaged, and
- require that any Perkins fund redistributions for the disadvantaged and handicapped populations be made in approximately the same proportions between poorer and wealthier areas as the original allocations.

To reduce the frequency with which disadvantaged and handicapped allocations are returned by localities, the Congress could establish a minimum dollar level for local grants for the disadvantaged and handicapped. Or it could allow states to individually establish minimum grant amounts appropriate for their circumstances. (See pp. 34 and 47.)

Recommendations to the Secretary of Education

To improve program oversight of the Perkins Act, GAO recommends that the Secretary of Education

- require states to substantiate to federal program officials their criteria for designating local areas as "economically depressed" for funding allocation purposes and submit supporting state enrollment and funding data,
- direct the Assistant Secretary for Vocational and Adult Education to analyze the reasonableness of states' criteria for such designations, using enrollment and funding data submitted by the states, and
- provide the leadership needed to complete development of a national vocational education data system. (See pp. 48 and 52.)

Agency Comments

The Department of Education generally agreed with our report findings and recommendations. It noted, however, that the Department's program reauthorization proposal submitted to the Congress on April 10, 1989, if enacted, would obviate the need for some of our suggested changes.

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Abbreviations

AFDC	Aid to Families with Dependent Children
EDA	economically depressed area
GAO	General Accounting Office
LEA	local education agency
NCES	National Center for Education Statistics
VEDS	Vocational Education Data System
WECEP	Work Experience and Career Exploration Program

Introduction

The shrinking number of new people entering the workforce, the rapid pace of industrial and technological change, and the much higher skill requirements accompanying these changes challenge our nation's ability to prepare workers for a competitive world. Of the net additions to the work force between 1985 and 2000, five-sixths will consist of groups that traditionally have been underserved in vocational education programs, the Department of Labor estimates. About 60 percent of the new jobs will be in technical fields requiring more than a high school education but less than a 4-year college degree. Increasingly, job training is expected to become a life-long pursuit, enabling workers to adapt to changing working conditions.

With enactment of the Carl D. Perkins Vocational Education Act (P.L. 98-524) in October 1984, the Congress comprehensively revised the Vocational Education Act of 1963. This was its first major modification since 1976. In the 1984 legislation, the Congress emphasized two major objectives: (1) modernization and improvement of vocational education programs, and (2) increased access to quality vocational education programs for certain targeted population groups that it believed needed special assistance. To help ensure that the most economically depressed communities within each state receive adequate funding, the act requires that each state allocate more than half of its basic state grant to such areas.

As part of its preparation for 1989 reauthorization hearings, the Subcommittee on Elementary, Secondary and Vocational Education of the House Committee on Education and Labor asked us to review the current vocational education program. The Subcommittee sought to learn whether the primary objectives of the Perkins Act were being accomplished and whether legislative changes were necessary.

Major Perkins Act Provisions

The Perkins Act generally defines vocational education as organized educational programs that are directly related to preparing individuals for paid or unpaid employment in a variety of fields requiring other than a college degree. The definition includes instruction and the acquisition of instructional equipment and supplies. A variety of programs and services operated by eligible recipients may be funded under the Perkins Act. They include training programs for specific occupations (such as agriculture, business, or health), vocational education curriculum development, and such services as career guidance and counseling.

Under the act, each state must allocate more than half of its basic state grant to educational institutions in economically depressed areas. Also, a state must use its grant in certain ways to provide services to the special populations in all areas within the state and improve or modernize vocational programs. The major legislative requirements for each of the primary components of the Perkins Act follow.

Special Populations

The act targets special populations by

- limiting use of federal funds for the disadvantaged and handicapped populations to paying the excess (supplemental) costs of programs and services not provided to other vocational education students;
- requiring at least equal funding matches for the disadvantaged and handicapped population allocations. This can be provided through a combination of state and/or local funds;
- requiring that disadvantaged and handicapped students receive certain services, such as vocational education needs assessments and guidance counseling;
- requiring that 100 percent of the Perkins funds reserved for the disadvantaged and handicapped go directly to eligible recipients within each state;
- requiring use of formulas specified in the act to allocate disadvantaged and handicapped population funds;
- allowing states to establish their own methods and criteria (such as state formulas or competitive grants) for distributing funds reserved for the targeted groups other than the disadvantaged and handicapped. States may reserve up to 20 percent of these funds for statewide programs; and
- permitting "program maintenance" only in programs for the special populations.

Program Improvement, Innovation, and Expansion

To foster program improvement, the act

- allows 24 broad uses for funds earmarked for program improvement, modernization, and expansion;
- does not allow use of these funds to maintain existing vocational education programs; and
- requires states to match Perkins funds for program improvement activities on an equal share basis.

Further, as an incentive for states and localities to continue the emphasis on program improvement activities, Department of Education regulations establish a 3-year time limit for using program improvement funds to assist a specific local program.

National Assessment of Vocational Education

In addition to the legislative requirements related to the special populations and program improvement activities, section 403 of the Perkins Act mandates that the Department of Education conduct a national assessment of vocational education. Among the nine areas to be covered in the assessment are the delivery of services to individuals in special populations, expansion of access for special populations to quality programs, and the impact of the act on program modernization. The National Assessment study team issued two interim reports in January and September 1988, and plans to issue its final report to the Congress in June 1989.

Program Administration

The Office of Vocational and Adult Education of the U.S. Department of Education administers and oversees the Perkins Act at the federal level. The act requires the Secretary of Education, in conjunction with the National Center for Education Statistics, to develop a national vocational education data reporting and accounting system using uniform definitions.

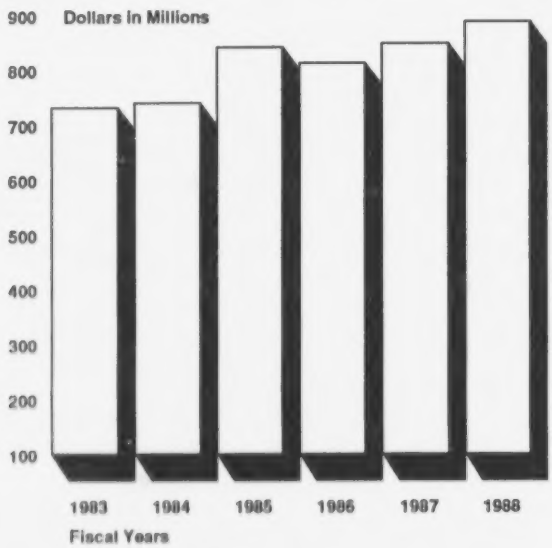
Under the Perkins Act, each state is required to designate a state agency to administer the state's vocational education program. This agency receives the Perkins Act allocation and distributes it to "eligible recipients" within the state. The law defines an eligible recipient as a local education agency or a postsecondary educational institution. Secondary schools and community-based organizations apply to the state agency for Perkins Act funds under the auspices of their local education agency, while postsecondary institutions apply directly to the state agency for funds.

Federal Funding for Vocational Education Has Increased

At the time of our review in 1988, Perkins Act funding for vocational education had risen to nearly $890 million annually compared with about $740 million prior to the act's implementation in fiscal year 1985 (see fig 1.1). The Congress subsequently appropriated $918 million for Perkins program activities for fiscal year 1989. State and local governments spent at least $8.1 billion in fiscal year 1987; thus, federal funding is about 10 percent of the total amount expended for vocational

education by all levels of government. Although federal funding is limited, state and local officials believe the federal involvement is important because it establishes national priorities and supplements state and local funds to serve targeted groups and improve vocational education programs.

Figure 1.1: Federal Funding Appropriations for Vocational Education
(Fiscal Years 1983-1988)



[a]First funding year under the Perkins Act

Distribution of Funds to the States

Perkins Act funds for vocational education are disbursed to the states through basic state grants. In school year 1986-87, basic state grants accounted for about $810 million of the $848 million appropriation. The remainder was provided for a number of smaller programs and national efforts, such as consumer and homemaker education and the National Center for Research in Vocational Education.

Each state's grant amount is determined by an allocation formula specified in the law. The formula is based primarily on each state's populations in certain age groupings, with an adjustment factor based on states' per capita incomes that favors states with low per capita incomes. Each state may use up to 7 percent of its total allotment for

state administration. Of the remaining funds, 43 percent is to be used for program improvement, innovation, and expansion. This includes developing exemplary vocational education programs that stress new technology, introducing new programs, and training workers in skilled occupations needed to revitalize business and industry. The other 57 percent is to be used for programs and services for the special populations.

The act specifically targeted for services six "special population" groups—the disadvantaged,[1] the handicapped,[2] adults in need of training or retraining, single parents and homemakers, participants in programs nontraditional for their sex (sex equity), and incarcerated individuals (see fig. 1.2). Additionally, the Perkins Act dropped earlier provisions that encouraged using federal funds to maintain existing vocational education programs. This represents a major restructuring of federal involvement. In contrast, earlier federal vocational education legislation first specified using 80 percent of a state's allocation for basic grants (that could include program maintenance or improvement) and 20 percent for program improvement and supportive services (including guidance and counseling). It then required spending at least 45 percent of each amount for targeted populations.

Objectives, Scope, and Methodology

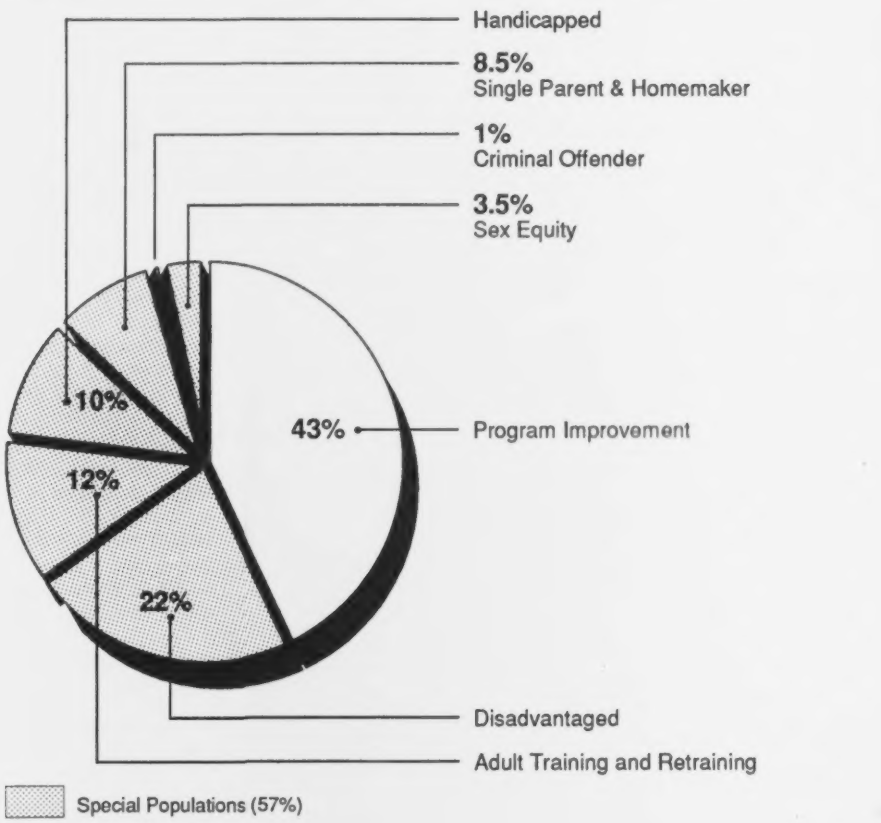
The Chairman of the Subcommittee on Elementary, Secondary, and Vocational Education of the House Education and Labor Committee requested that we review federal vocational education activities in preparation for 1989 reauthorization hearings on the Carl D. Perkins Vocational Education Act. Specifically, we were asked to identify issues and problems in need of further research and investigation, particularly issues that may not be covered by the Department of Education's national assessment of vocational education. In subsequent discussions with the requester's office, we agreed to provide information on the extent to which

- targeted federal vocational education funds are adequately serving the special populations and activities for which they are intended;

[1]Individuals who have economic or academic disadvantages and require special services or assistance to succeed in vocational education programs.

[2]Individuals who have physical or mental impairments and who, because of their handicapping conditions, cannot succeed in the regular vocational education program without special education assistance.

Figure 1.2: Distribution of Basic State Vocational Education Grants Under the Perkins Act



- program improvement, innovation, and expansion funds are used to create improved, future-oriented vocational education programs at the local level; and
- nationally comparable data are necessary and available at the federal level for use in legislative and executive oversight and management of the Perkins Act.

Prior to implementing our study, we convened a panel of vocational education experts to discuss our approach to the study. They reviewed and critiqued our goals and objectives and data collection instruments. Panel members included representatives from the American Vocational Association, the National Association of State Directors of Vocational Education, the National Council on Vocational Education, the American Association of Community and Junior Colleges, the Council of Great City

Schools, the New Jersey Division of Vocational Education, and the School District of Philadelphia. Two staff members from the Subcommittee also participated in the panel discussion.

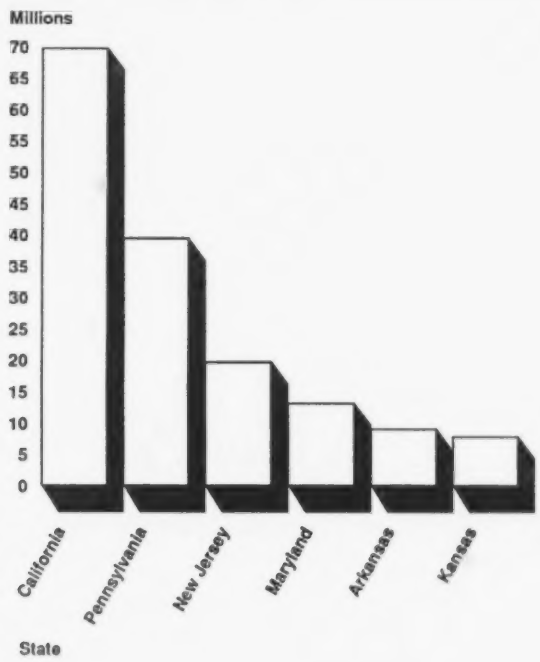
All 50 state agencies, the District of Columbia, and thousands of school districts participate in the Perkins program. Because visiting a statistically representative sample of these sites was impractical, we judgmentally selected six states and 20 local agencies to analyze in detail. Chosen in consultation with the requester's office, the six states were Arkansas, California, Kansas, Maryland, New Jersey, and Pennsylvania. The 20 localities we visited in those states are listed in appendix I.

Our choice of jurisdictions gave us a broad mix of demographic characteristics, service providers, and federal and state funding levels. We visited at least three eligible recipients within each state. In each state, we interviewed state and local vocational education officials to collect data on how they prepare, review, and approve local plans, distribute funds, and evaluate their programs. At each locality, we observed several vocational education programs or activities supported with Perkins funds. We collected available data on student participation and spending for vocational education programs for school years 1984-85 through 1986-87 (see fig. 1.3 for 1986-87 Perkins allocations for the six states). Using data from the Bureau of the Census, we analyzed (1) the manner in which Perkins funds were allocated to economically depressed areas and (2) the impact of the disadvantaged fund allocation method. School year 1986-87 was the most recent period for which we could review actual program activities at the state and local level.

We also conducted a national telephone survey of the state directors of vocational education in the 50 states and the District of Columbia. Our questions were open-ended to generate discussion and related to the positive and negative aspects of the Perkins Act, state and local spending for vocational education, and the need for national vocational education data. All the directors responded; for a summary of their responses, see appendix II. We did not attempt to verify the information they provided.

At the national level, we reviewed applicable legislation and regulations and other documentation relevant to the Department's oversight of Perkins Act programs and activities. We also interviewed the Assistant Secretary for Vocational and Adult Education and other Department of Education officials.

Figure 1.3: Perkins Act Basic Grant Allocations for Six States Reviewed by GAO (School Year 1986-1987)



Note: Total allocations = $158,297,000

Our evaluation, done between January and July 1988, was limited to Title II (basic state grants) of the Perkins Act. This portion of the act represents about 95 percent of the total federal vocational education funding and is for activities carried out at the state and local levels.

We conducted our work in accordance with generally accepted government auditing standards, except that we did not verify data and opinions provided by the states and localities, because the information provided was voluminous and some was subjective in nature. In that regard, we encountered differing definitions of terms and had difficulty in obtaining certain programmatic data; further, we believe the quality and reliability of some data provided by the states and localities is questionable. (See ch. 4.) In the absence of an alternate source of information, however, we used their data in performing our analyses.

To expedite the issuance of our report, we met with Department of Education officials on April 10, 1989 to obtain their oral comments on a

report draft which we provided to them on March 21. Their comments were fully considered in preparation of the final report. Department comments on specific matters discussed in our report are included at the end of chapters 2, 3, and 4. In addition, each of the states we reviewed was given a copy of the draft report and asked to provide their comments. We received comments from all of the states, which we incorporated as appropriate in the final report.

Is the Perkins Act Achieving Congressional Objectives?

The six states and 20 local education agencies we studied generally used Perkins Act funds appropriately to (1) provide access to vocational education programs and services for targeted groups and (2) modernize and improve state and local programs. This conclusion is based on our interviews with state and local officials and observations of approximately 70 local vocational education programs and activities. But at neither the state nor the national level could we obtain complete and reliable data on vocational education enrollment and spending to aid us in reaching definitive conclusions on a nationwide basis.

The program appears to be evolving in the direction the Congress desired. However, individual experts and organizations have recently suggested that an increased portion of Perkins funding should be allocated for program improvement. Although any increase in the proportion of Perkins funds spent on program improvement would remain a relatively small share of the nation's total vocational education spending, it could help accelerate the pace of modernization at the local level. If the Congress decides to increase Perkins Act funding for program improvement, it should ensure that the act's targeted populations benefit from increased program improvement activities.

Access and Vocational Services Provided for Special Populations

As the legislative history of the Perkins Act discloses, the Congress has been concerned that the special populations (listed on p. 14) lack adequate access to vocational education. Accordingly, the legislation increased the funding setaside for those groups from 45 to 57 percent of the basic state grants. At the sites we visited, these groups were being served in ways consistent with the act's primary purposes. We base this conclusion on the following:

1. The individual programs or services observed were directly related to the purposes or requirements contained in the act. These included improving the special populations' access to vocational education, training or retraining workers in new skills, and providing a full range of such support services as guidance, counseling, and job placement.

2. Without the federal funds, many local officials told us programs or services would have been conducted at a reduced level of effort or not at all.

3. Many state vocational education directors believe that the Perkins Act has had a positive impact on assistance to the special populations,

for example, by ensuring services for these groups and requiring states to direct resources to them.

But we could not determine overall whether participation in vocational education by these groups or spending for them has increased during the 4 years since the Perkins Act became law. Our inability to do so was due to the lack of complete and reliable program data at national and state levels, as we discuss in chapter 4.

State Programs

The six states we visited used their Perkins funds to serve children and adults from the targeted groups in a variety of ways and to address a number of national and state priorities. For each group, the uses included the following programs and services.

Disadvantaged and Handicapped

Supplemental instruction and services. Maryland used Perkins Act funds for "vocational support service teams" to provide recruitment and assessment of vocational students, supplemental instruction, and tutoring and career guidance for both disadvantaged and handicapped students, and to purchase specialized equipment and materials for the handicapped. California funded a Vocational Education Resource System to provide resource, referral, and technical assistance to local education agencies for the vocational education of handicapped students. New Jersey emphasized specialized projects, such as the Work Experience and Career Exploration Program, to prevent disadvantaged students from dropping out of vocational education programs.

Adult Training and Retraining

Instructional programs, job training, career guidance, counseling, and referral services. Arkansas, which had no adult vocational education training projects prior to the Perkins Act, established environmental services training programs and cooperative education internships. Pennsylvania established training programs for jobs in industries considered to have high employment potential, such as for electromechanical technicians in electrical power plants.

Single Parents and Homemakers

Career development, counseling, job training, and placement activities. Kansas and New Jersey, for example, emphasized updating skills of persons in this group for re-entry into the workforce through personal and career counseling and vocational training.

Sex Equity

Guidance counseling, job placement, and support services. These services are available to students training for careers that are not traditional to their sex. For instance, Arkansas and Maryland used Perkins Act funds to establish regional equity centers to provide technical assistance to school districts or contacts with private industry. Kansas conducted public relations programs to promote community awareness of non-traditional careers.

Incarcerated Individuals

Career guidance and counseling and vocational training. Pennsylvania concentrated on providing criminal offenders with marketable skills training and job placement services. California used its federal funding to expand or improve existing vocational programs by purchasing computer-controlled equipment for machinist training, and also provided guidance and counseling services for criminal offenders.

Appendix III describes in more detail the uses the six states made of Perkins funds for the special populations.

Local Programs

Localities also appeared to be spending their grants in ways consistent with the act. Of the 20 local educational institutions we reviewed, 18 received Perkins funds to serve the special populations during the 1986-87 school year. We spoke with local vocational education officials and observed approximately 35 activities. Using Perkins funds, these localities provided services to the special populations for one or more activities that are consistent with the act's purposes. The activities included job training, counseling, needs assessment, acquisition of instructional equipment and materials, and remedial instruction. Also included were various support services such as job placement assistance and child care referrals. Appendix IV details the activities conducted by these 18 localities.

The following examples provide a more in-depth look at some local programs in operation we observed during our work and that we believe demonstrate local educational institutions' efforts to carry out the Perkins Act's intent to serve the special populations.

Manhattan, Kansas

The Manhattan, Kansas, area vocational-technical school used most of the $13,326 in disadvantaged funding it received for the 1986-87 school

year for a computerized learning center. By increasing students' proficiency in mathematics and reading, the center aims to help students successfully complete their vocational education programs. Using a standardized reading test and short-form math test, the school tested all 365 vocational education students. It referred those scoring below the minimum to a self-paced program of 30 one-half hour sessions offered by the learning center. In the judgment of the district's vocational education coordinator, the program helped these students to succeed in their vocational courses. School officials also told us the learning center probably would not have been started or continued had Perkins Act funds not been available.

Camden, Arkansas

Southern Arkansas University used $49,551 in single parent/homemaker money to fund a career development center in Camden. Its objective is to help prepare single parents or homemakers for employment by providing various supplemental services, such as referrals on shelter and medical assistance and information on educational assistance. According to a university official, the center served 469 people in the 1986-87 program year and the school probably would have been unable to provide this service without Perkins Act funds.

Camden City, New Jersey

Using about $89,000 in Perkins Act disadvantaged funds, the Camden vocational school district established a Work Experience and Career Exploration Program (WECEP). It addressed the school district's student dropout rate, which district officials estimate to be 30 percent higher than the national average. The program coordinator helped 100 students identified as potential dropouts from Camden City's five middle schools find part-time jobs in the community. Job experience was intended to help the students develop a positive attitude of self-worth that they could transfer to their class work. A WECEP teacher also assisted these students with any academic or discipline problems. From its evaluation of this effort, the school district believes that substantially more WECEP students stayed in school and were promoted than students in a control group who did not participate in the WECEP program.

Sacramento, California

The Los Rios Community College District's Enabling Center provided support services to handicapped students. The Enabling Center used $18,000 in Perkins Act handicapped funding to purchase specialized equipment to assist handicapped students in their vocational education programs. The equipment included an enlarger for visually impaired

students and a voice-activated computer for students who could not use a keyboard. State funding of $83,000 paid the salaries of the Center's coordinator and support staff, but was insufficient to purchase the specialized equipment. Without Perkins funds it could not have been bought, community college officials told us.

Program Improvement Funds Used to Modernize Programs

Congressional concern about our nation's worldwide trade competitiveness and worker productivity is evident in the legislative history of the Perkins Act. The history further indicates a perception that federal vocational education funds were being spent to maintain existing and often outmoded programs rather than create modern programs needed by an increasingly complex economy. Accordingly, the Congress included in the Perkins Act a provision requiring each state to use 43 percent of its basic state grant for program improvement. This represented a major shift from pre-Perkins Act vocational education legislation, which did not specify how much should be spent to improve or modernize programs.

The six states and the local institutions we studied modernized or expanded their vocational education programs in a number of ways that appeared to be consistent with the law. We base our conclusions on the following:

1. The activities we observed were in accordance with the uses of program improvement funds permitted by the Perkins Act. They included: creating or expanding programs to train workers in skilled occupations needed to revitalize business and industry, developing exemplary vocational education programs stressing new technology, acquiring equipment (including high-technology equipment) to expand or improve vocational education programs, expanding vocational education activities to meet student needs, introducing new programs, developing curriculum, and improving the skills of vocational teachers and administrators.

2. The federal funding was important in many instances in allowing local education institutions to conduct program improvement activities, according to local officials.

3. State vocational education directors we surveyed said the Perkins Act's emphasis on program improvement has helped modernize vocational education programs in the states.

State Programs

State-level activities generally were concentrated on curriculum development or modernization, vocational teacher or administrator training, research, and training for new technologies. Each state we visited used its Perkins Act funds to improve and/or modernize its vocational education programs, as follows:

Arkansas

Arkansas concentrated on curriculum development, individualized self-paced curriculum, basic skills training, and in-service training for faculty and administrators. In addition, Arkansas encouraged the use of its Perkins program improvement funding for vocational education consortiums.

California

California used its Perkins funds to develop and update vocational education curriculum and for professional development of vocational education teachers. The state also developed models for sequencing vocational education and coordinating secondary and postsecondary programs.

Kansas

Kansas stressed competency-based instruction, new technologies, job development and placement, and teacher in-service training with its Perkins funds. In addition, Kansas used some of its federal funds for vocational student organizations.

Maryland

Using Perkins Act funds, Maryland updated career guidance materials; provided in-service training for vocational counselors, teachers, and administrators; and expanded/improved programs in several occupational areas. Maryland also funded curriculum development that emphasized competency-based vocational education instruction.

New Jersey

New Jersey used its Perkins funds to provide curriculum development, in-service training for vocational teachers, program development stressing new and emerging technologies, and programs to train workers in skilled occupations. In addition, New Jersey funded a vocational education resource center and vocational student organizations.

Pennsylvania

Pennsylvania emphasized curriculum development, personnel development, adult training, and training for occupations with promise. It also

used Perkins funds to provide technical assistance to local education agencies and to assist exemplary and research programs.

Local Programs

Most (17) of the 20 local education institutions we reviewed received federal vocational education funds for program improvement activities during the 1986-1987 program year. We discussed uses of the funds with local officials and observed 36 activities. These localities appeared to use the federal funds to emphasize program improvement as called for by the act, by carrying out one or more of the specified activities. Among these were purchasing equipment, including computers, to start or upgrade vocational education programs; developing or updating curriculum; and training vocational education teachers. Appendix V provides brief descriptions of the uses the 17 localities made of their Perkins funds for program improvement.

The following case studies provide more details on program improvement activities in some local programs we visited.

Philadelphia, Pennsylvania

The Philadelphia school district used program improvement funds for its "Implementation of Automated Office" course, a business education elective. By developing in students the skills and attitudes needed to work in an automated office, the course is intended to make them more competitive for the metropolitan area's higher skilled office jobs. This course provides students a more realistic view of what they can expect on the job, school officials said. Included in the classroom's automated environment are such modern office equipment and techniques as word processors, telecommunications, computer networks, records management, and automated spreadsheets. The school district bought this equipment with $80,000 in Perkins funds; 360 students took the course during the 1986-87 school year. According to the district's industry-education coordinator, this realistic job environment upgrades the entire business education program.

Mercer County, New Jersey

Using about $57,600 in Perkins program improvement funds for the 1986-87 school year, Mercer County Community College purchased state-of-the-art equipment to support computer graphics training. The program is designed to give students a realistic training experience that is as close as possible to that existing in the job market. Incorporating actual industry standards and modern procedures, the program familiarizes students with microcomputers and several software packages,

and introduces them to elementary programming skills, video editing and production, and making presentations to clients. Sixty students participated during the 1986-87 school year. School officials told us college funds were not available to buy the equipment.

Jonesboro, Arkansas

The Jonesboro area vocational high school spent about $40,000 of Perkins Act program improvement funds to develop and implement its "Vocational Counseling Project: A Coordinated Approach to Guidance and Counseling in Secondary Schools." This is a model vocational guidance program with guidance materials for secondary area vocational centers and affiliated schools. About 450 junior and senior high school students participated during the 1986-87 school year. School guidance personnel at the affiliated schools received instruction regarding vocational guidance services, which were coordinated with services at the vocational-technical high school. In addition, the school conducted other in-service training programs and staff meetings to improve the overall vocational guidance program.

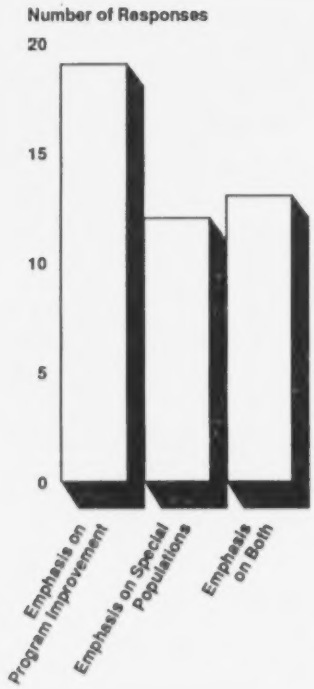
Baltimore County, Maryland

Supplementing local funds, the Baltimore County school district used $4,600 in Perkins Act program improvement funds in purchasing eight computers for its agriculture production course. The course is designed to demonstrate the value of computer use in the field of agriculture. Eighty-six students participating in the program during the 1986-87 school year learned how to set up automated record-keeping programs. Also, they were taught the complexities of the commodities markets and application of a national agricultural database to actual situations of plant and animal production. According to school district officials, the Perkins Act funds helped Baltimore County implement the course more quickly than would have been possible otherwise.

Views of State Vocational Education Directors

The Perkins Act's change in emphasis away from maintaining existing programs and toward program improvement and increased services for special populations has had a significant positive impact on vocational education in the United States, according to the vast majority (nearly 90 percent) of state vocational education directors responding to our telephone survey. (See fig. 2.1.)

Figure 2.1: Significant Positive Effects of Perkins Act: Views of State Vocational Education Directors



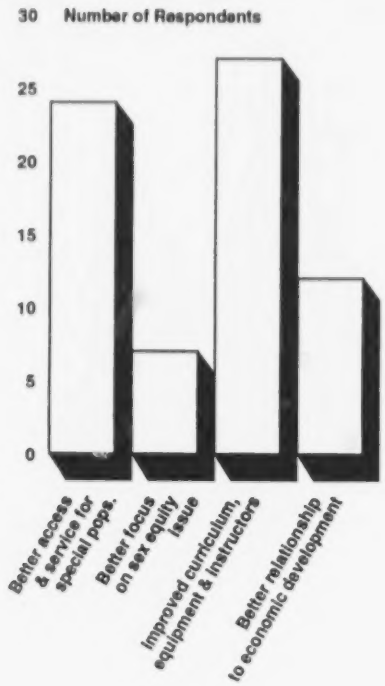
Note: Total responses: 44

The respondents provided a variety of reasons for their opinions. (See fig. 2.2). In the main, they said:

- Funding for the special populations has resulted in improved access to, and greater participation in, vocational education and increased services such as vocational assessment and counseling.
- Establishing a setaside for sex equity has helped states focus on the issue and improved recruitment of students into careers that are non-traditional for their sex.
- The program improvement provision of the Perkins Act has provided states with the means to improve equipment, curriculum, and instructors. The emphasis on new and expanded programs is pressing vocational education in a positive way into the technology age. That emphasis should be continued.

- States and localities have implemented or upgraded programs related to economic development and brought them more in line with the current needs of business and industry.

Figure 2.2: Reasons Given by State Vocational Education Directors for Positive View of Perkins Act



Note: Total responses: 44.

Should the Proportion of Perkins Funding Spent on Program Improvement Be Increased?

In the future, most workers will need to have higher-level skills than today. Additionally, many of the entrants to the workforce between now and the year 2000 will be members of the special population groups targeted by the Perkins Act.

Recognizing the nation's need to train higher skilled workers, individual experts and organizations have recently suggested specifically allocating an increased portion of Perkins funding for program improvement. Among those favoring such a change are several vocational education directors and the Council of Chief State School Officers. Of course, any

increase in the current proportion of Perkins funds spent on program improvement would remain a relatively small share of the nation's total vocational education spending. But such an increase could help accelerate the pace of modernization in local vocational education programs.

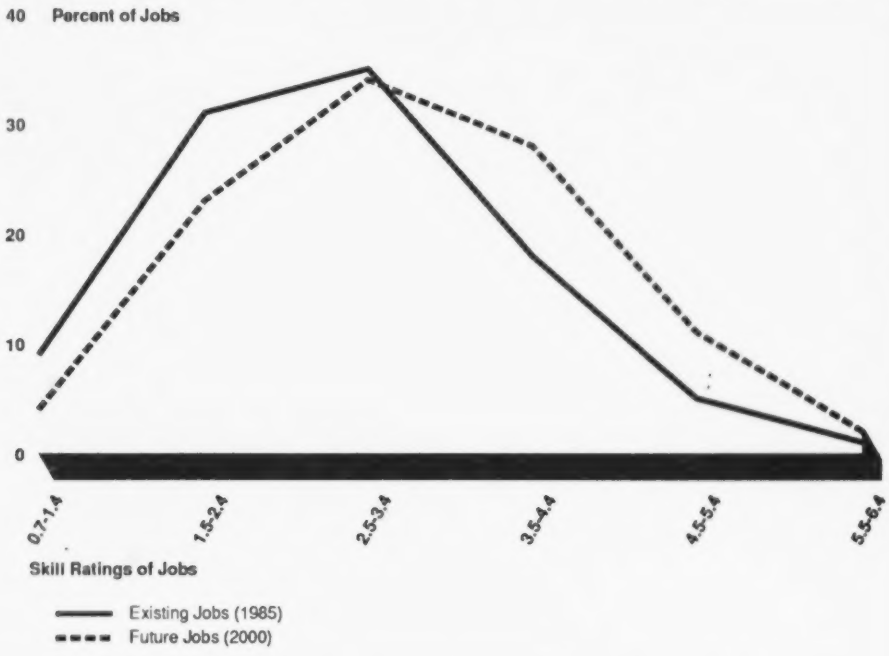
Such modernization generally is accepted as necessary by vocational education practitioners. No national data are available, however, to determine the extent to which current programs are consistent with the job demands of local and regional economies, nor to make judgments about the relative success of services provided to the special populations as compared with program improvement activities. Nonetheless, any increase in the percentage of Perkins funds allocated for program improvement activities could have a negative impact on the spending for special populations. To prevent this, steps would have to be taken to ensure that those groups received some of the benefit from the increased emphasis on program improvement.

Some states are spending less of their Perkins program improvement funds per capita on students in economically depressed areas than on students in more affluent areas, we found. This is important for the Congress to consider because the individuals making up the special populations tend to be concentrated in economically depressed communities. Although language in the Perkins Act encourages the use of program improvement funds for the special populations, there is no requirement to do so. If Congress decides to place greater emphasis on program improvement activities during the reauthorization process, it should ensure that the targeted population groups benefit from such a shift.

The Future: Work and the Workforce

The future job market is expected to change markedly, with continuing growth in professional, technical, and sales fields, which require higher education and skill levels. The Department of Labor's 1987 report on skill levels required for future jobs, Workforce 2000, indicated that lower skilled jobs, such as those of laborer and transport worker, will make up a decreasing share of the job market while the proportion of jobs requiring the highest skills (e.g., technicians) will almost double (see fig. 2.3). The data indicate a continuing need to upgrade training programs to prepare workers for these higher-skill jobs.

Figure 2.3: Low-Skill Jobs Are Declining (1985-2000)



Representative skill ratings: Laborers=1.3, Transportation workers=2.2, Construction=3.2, Technicians=4.1, Lawyers=5.2.

Source: Department of Labor, Workforce 2000

Further, the mix of people filling the 25 million new workforce positions to be created between 1985 and 2000 will be much different than the total 1985 workforce of 115.5 million individuals, Workforce 2000 projects. Nonwhites, women, and minorities will make up about five-sixths of the net additions to the workforce (see table 2.1).

Table 2.1: Projected Changes in Workforce Composition (1985 and 2000)

Segment of workforce	Percent of total workforce (1985)	Percent of net new workers (1985-2000)
Native white men	47	15
Native white women	36	42
Native nonwhite men	5	7
Native nonwhite women	5	13
Immigrant men	4	13
Immigrant women	3	9

Source: Department of Labor, Workforce 2000

Per Capita Spending for Program Improvement Lower in Economically Depressed Areas

In three of the six states we analyzed, local areas classified by the states as economically depressed received less Perkins Act program improvement funding for each vocational education student than did noneconomically depressed areas[1] (see table 2.2).

Table 2.2: Distribution of Perkins Act Program Improvement Funds to Comprehensive High Schools in Economically Depressed Areas in Six States (School Year 1986-87)

State: Per capita spending is	Percent of vocational students in EDAs	Percent of Perkins program improvement funds in EDAs
Lower in EDAs:		
California	70	57
Pennsylvania	89	82
Arkansas	54	47
Higher in EDAs:		
Kansas	49	51
Maryland	54	66
New Jersey[a]	36	69

Note: Student and funding data are for comprehensive high school vocational education programs only. Funding data do not include statewide program improvement activities such as curriculum development or teacher training, area vocational schools, or postsecondary schools. These could not be associated with individual school districts for analysis.

[a]In New Jersey, the percentages are based on total high school enrollments, as vocational education enrollment data were unavailable. In the other five states, the percentages are based on reported vocational education enrollments.

These data are important for the Congress to consider during the reauthorization process because the disadvantaged and other special populations tend to be concentrated more in EDAs than in wealthier areas. For example, California reported 120,000 economically disadvantaged high school students in the state's EDAs and 24,000 such students in areas outside the state's EDAs. In addition, the special populations represent a major segment of the future workforce that will need higher skills. In our view, improved and modernized vocational programs for the special populations could and likely will become even more important than now.

Although language in the Perkins Act encourages the use of program improvement funds for the special populations, there is no requirement to do so. In fact, these are the only groups for which the act permits

[1]As discussed in chapter 3, two states we visited used what we believe are inappropriate criteria for classifying areas as economically depressed. For this analysis, however, we accepted the states' designations because they understate any effect on the distribution of program improvement funds between wealthy and poor localities.

spending federal funds to maintain existing programs. In its January 1988 interim report, the National Assessment of Vocational Education found that most disadvantaged funds were used for such services as counseling and assessment. While noting that such support services often are necessary, the National Assessment cited research studies indicating that the disadvantaged and other special populations are disproportionately represented in low-quality vocational programs that do not prepare them for jobs that pay decent wages and have career possibilities.

In September 1988, the National Association of State Directors of Vocational Education informally canvassed its membership for their views on whether all Perkins Act basic grant funds should be limited to program improvement, with a specified percentage of the money devoted to program improvement for the special populations. Of the 17 state directors who responded, 10 support the concept. The four who opposed it generally were concerned that services and funding needed by the special populations might be reduced. The other three state directors believed they lacked sufficient information to make a judgment. Further, 15 of these directors suggested that other changes might also be needed if this concept were implemented. Changes suggested include modifying the act's matching requirements and the 3-year time limit the Department of Education has set on the use of program improvement funds.

Additionally, the Council of Chief State School Officers has recommended during Perkins Act reauthorization hearings that the act devote additional funds to program improvement activities. But in our discussions with Council staff, they pointed out that any proposal should also take into account the special populations' needs for supplemental services, such as vocational education needs assessments and guidance counseling, in addition to improved programs.

Conclusions

The Perkins Act's provisions to modernize state and local programs have been well-received and appear to be producing positive results in the six states we studied. Targeted groups, such as the disadvantaged, the handicapped, and adults in need of training or retraining, are participating in programs supported with Perkins funding, and local programs have been modernized. There also is considerable consensus that a greater portion of Perkins funding should be allocated to program improvement activities. However, the act does not require using program improvement funds for the special populations. Thus, the extent to

which such groups will benefit from any increased funding is uncertain. Specific guidance or direction from the Congress may be necessary.

Matter for Consideration by the Congress

If the Congress decides to increase Perkins Act funding for program improvement, it should ensure that the act's targeted special populations benefit from any increased program improvement activities.

Agency Comments

In commenting on this matter for congressional consideration, the Department of Education stated that its legislative proposal makes significant changes relative to existing program improvement provisions. The proposed Vocational Education Excellence Act of 1989 was submitted to the Congress on April 10, 1989, by the Secretary of Education to amend and reauthorize the Carl D. Perkins Vocational Education Act. In the Department's view, the Perkins Act authorizes program improvement activities that have no overall focus or direction. Although the Department's legislative proposal would retain the 43-percent funding allocation for program improvement activities, the Department believes it would strengthen the program's focus on skills needed for the increasingly technical nature of future work by limiting allowable program activities to activities more closely related to program improvement than to program maintenance.

The Department's proposal would replace the current list of 24 permitted activities with three eligible activities that the Department believes are more closely related to program improvement. These are: (1) professional development of teachers, counselors, and administrators; (2) acquisition of instructional equipment and materials needed for program improvement or expansion; and (3) curriculum development, dissemination, and field testing.

Department officials believe their proposed program improvement changes are consistent with our report recommendation (i.e., matter for consideration by the Congress.)

Perkins Act Allocations Could Be Better Targeted to Low-Income Communities

Targeting funds to poor communities and to groups of traditionally underserved vocational education students residing in these communities is an important objective of the Perkins Act. However, three aspects of the distribution of federal funds tend to direct money away from poorer areas:

- Some states designate relatively wealthy and economically stable local areas as "economically depressed" for funding allocation purposes.
- The allocation formula used to distribute funds for the disadvantaged population throughout all areas of each state includes students who have academic difficulties but are not low-income.
- Disadvantaged and handicapped population funds, allocated by statutory formulas, that are returned to the states by some eligible recipients can be reallocated from poorer to wealthier school districts.

As a consequence, Perkins funds in some instances are shifted from less affluent local school districts to more affluent ones that generally have greater capability to fund vocational education from their own resources and are less in need of federal funds.

Impact of State Designations of Economically Depressed Areas

More than half of each state's total basic vocational education grant is to be allocated to educational institutions in economically depressed areas (EDAs), the act specifies. The basis for this provision is that school districts in such areas are presumed to need more funds to operate programs effectively, compared with less needy districts in the same state. Each state we studied allocated more than half of its Perkins funds to EDAs, as required by the law, but the EDA criteria adopted by each state varied. As a consequence, funding distributions had different impacts among the states.

The Perkins Act defines an EDA as an economically integrated area in a state in which a chronically low level of economic activity or a deteriorating economic base has caused certain adverse effects. These are (1) an unemployment rate that is at least 50 percent higher than the national or state average for the last 3 years or (2) a large concentration of low-income families. The Department of Education's implementing regulations indicate that additional criteria also may be appropriate. These include heavy concentrations of compensatory education students receiving assistance under the federal Chapter 1 program or students receiving free or reduced-price lunches.

But the Perkins Act does not require states to consider fund distribution on a per-student basis. We found that the process some states use for distributing Perkins funds favors wealthier communities over poorer ones. That is, in some instances less per capita funding goes to vocational education students in poor communities than in wealthier communities in the same state, even though more than half of the Perkins grant funds were allocated to educational institutions within EDAs. This can occur because states have significant latitude in designating EDAs for Perkins fund allocation purposes. The Department of Education must approve each state's EDA designations that are included in state vocational education plans. However, it does not analyze the states' designations for compliance with the guidance in the act or the possible impact the designations may have on fund distribution.

States' Criteria and Methods for Allocating Funds Vary

Among the six states we studied, from 13 to 79 percent of localities in each state were designated as EDAs; three states classified more than 50 percent as EDAs (see table 3.1). In the following discussions, we describe in some detail the criteria and methods four states (Pennsylvania, Maryland, California, and New Jersey) used to allocate funds and illustrate the resulting impacts. In the fourth case, New Jersey's efforts to target funds to the areas and students it determined to be most in need were successful.

Table 3.1: Criteria Used in Six States to Designate Economically Depressed Areas

		Local areas in state		
			Economically depressed	
State	"Economically depressed area" criteria	Total no.	No.	Percent
Arkansas	40% of students in school district receiving free or reduced lunch or 17% or more families below poverty level.	322	214	66
California	Unemployment rate in school district more than 50% above national average and/or AFDC rate higher than state's 11.6% average.	383	176	46
Kansas	20% of families in school district below poverty line.	304	136	45
Maryland	5% of families in school district below poverty line, or unemployment rate more than 50% above state average.	24	19	79
New Jersey	12% or more of families in school district receiving AFDC support, or unemployment rate more than 50% above national average, or median family income of $17,500 or less.	605	79	13
Pennsylvania	Counties with greatest numbers of low-income individuals and/or unemployment rate more than 50% above national average.	67	36	54

Pennsylvania

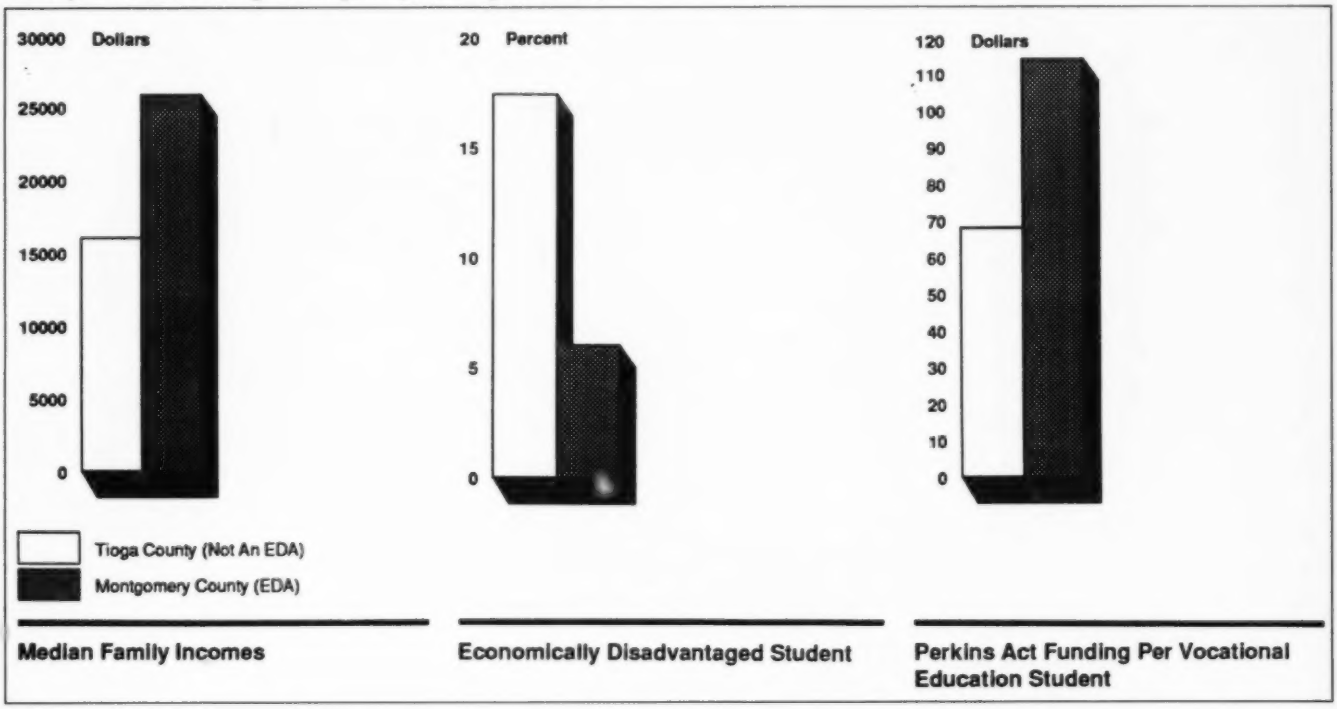
As one of its criteria for designating areas as EDAs, Pennsylvania used the total number of low-income individuals in a county, rather than the percentage of such individuals, which would measure their concentration. Thus, Pennsylvania classified Montgomery County—which has the third-largest county population in the state—as an EDA because it had a large number of low-income people. But Montgomery County also had the state's highest median family income and one of the lowest poverty rates. At the same time, Pennsylvania's criteria excluded a number of less-populated counties from its EDA classification, even though they had much lower median family incomes and higher poverty rates than Montgomery County. The effect was that some wealthier districts received more Perkins Act funds for each vocational education student than districts in poor counties (see fig. 3.1). For each vocational student, Montgomery County received $114 while Tioga County (a rural, sparsely populated county Pennsylvania did not designate as economically depressed) received $68. We observed similar situations among other Pennsylvania counties.

Maryland

Statewide, about 7.5 percent of Maryland families had incomes below the poverty line. However, Maryland used as its criteria for designating EDAs all school districts with 5 percent or more of the families having incomes below the state poverty level. Thus, it classified 19 of 24 county/city school districts as economically depressed. For comparison, if the state had chosen 7.5 percent as its EDA threshold criteria, 12 (rather than 19) of Maryland's 24 county/city school districts would have been designated as EDAs. Maryland vocational education officials told us they were concerned that the use of 7.5 percent would result in only a small number of areas, mostly Baltimore City and counties with small enrollments, receiving the bulk of the federal money. Further, they said, the enrollments generally would not be large enough for the money to be spent effectively.

By broadening the criteria to include more areas, state officials told us they ensured serving more disadvantaged students regardless of where located. However, Maryland's designations did not fully ensure giving priority attention to poorer communities. For instance, per capita federal funding for vocational education students in Baltimore County (a county with a $24,400 median family income that Maryland did not designate as economically depressed) was $65. In Baltimore City (an EDA with a $15,700 median family income), it was $52. Similar situations existed in other Maryland counties.

Figure 3.1: Designating Economically Depressed Areas: Comparison of Two Pennsylvania Counties (Income and Poverty Levels and Per Capita Perkins Funding in Montgomery and Tioga Counties)



California

California's criteria for designating areas as EDAs were (1) school districts with unemployment rates more than 50 percent above the national average and/or (2) AFDC rates higher than the state average. These criteria are consistent with Perkins Act guidance. California classified slightly fewer than half of its localities as EDAs and directed two-thirds of its total Perkins funding to them. However, California provided less funding statewide to each vocational education student in EDAs ($29 per student) than to those in wealthier communities ($33 per vocational education student). Apparently this occurred because California had over twice as many vocational education students residing in EDAs as in wealthier communities. As previously mentioned, the act does not require allocating Perkins Act funds on a per capita basis.

New Jersey

New Jersey determined that its most pressing educational needs were in the state's large urban areas. Analyzing possible criteria for designating areas as EDAs, New Jersey selected criteria that resulted in classifying fewer than 15 percent of its localities as EDAs. Subsequently, New Jersey allocated 70 percent of its Perkins Act funds to these areas and over four times as much funding to each vocational education student in the EDAs as in wealthier areas in the state.

Inadequate Analyses of EDA Criteria

Pennsylvania and Maryland's criteria for categorizing localities as economically depressed resulted in more Perkins funds per vocational education student being allocated to some wealthier areas of their states than to poorer communities. California allocated its Perkins funds using criteria that, on a statewide basis, resulted in lower per capita funding for vocational education students in the state's EDAs than for students outside EDAs.

Although the Perkins Act requires the Department of Education to review such criteria in the state vocational education plans submitted for Departmental approval, the situations described above went undetected. Officials of the Office of Vocational and Adult Education had performed no analyses, they told us, due primarily to a lack of staff. Nor does the Department require states to submit enrollment and funding data it would need to make the kind of analyses we performed. The Department could require the states to provide such data as part of its general oversight authority in the Perkins Act for reviewing and approving state plans. Without such analyses, the Department has no mechanism to discover or correct situations such as those we encountered.

Allocation Formula Includes Students With Only Academic Problems

The Perkins Act sets aside 22 percent of each state's basic grant to serve disadvantaged students in all participating school districts. It specifies a two-part formula for the state to use in allocating these funds to local school districts. Part of the allocation formula includes students who have academic difficulties but are not economically disadvantaged. As a result, some federal funds are shifted from poorer to more affluent communities.

Composition of the Disadvantaged Allocation Formula

Before the Perkins Act was passed in October 1984, there was no specific in-state allocation formula for the disadvantaged. Instead, states simply were to give priority to economically depressed areas in distributing funds earmarked for the disadvantaged. In Senate Report 98-507, however, congressional concern was expressed that some states ignored the criteria for distributing funds and directed funds to areas they chose to serve rather than those most in need. Hence, in writing the Perkins Act the Congress made the allocation formula more specific.

Now, the state-level allocation formula for distributing federal vocational education funds for the disadvantaged population consists of two parts. On a statewide basis, the money is split equally between the two parts, but at the local level the split is not necessarily equal. Rather, an individual local school district's funding allocation consists of the following:

- Part 1. Based on the ratio of "economically disadvantaged"[1] individuals enrolled in the local education agency (LEA) to the total number of economically disadvantaged (low-income) students enrolled in all schools in the state.
- Part 2. Based on the ratio of "disadvantaged"[2] individuals served in vocational education programs by the LEA to the total number served in vocational education in the state.

The first part of the formula is intended to target funds to areas with large concentrations of the poor, the second to provide an incentive to serve the disadvantaged in vocational programs.

The Formula's Impact

The first portion of the Perkins Act formula, allocating federal funds based on the number of economically disadvantaged individuals enrolled in LEAs, targets funds to those institutions reasonably well, our work in

[1]A family or individual the state board of education identifies as low-income on the basis of uniform methods described in the state plan. The Department of Education's implementing regulations provide several standards as indicators of low income, such as: annual income at or below the official poverty line established by the Office of Management and Budget, eligibility for free or reduced-price school lunch, and eligibility for Aid to Families with Dependent Children (AFDC) or other public assistance programs.

[2]Individuals (other than the handicapped) who are economically or academically (emphasis added) disadvantaged and who require special services and assistance to enable them to succeed in vocational education programs. Migrants and individuals with limited English proficiency are considered disadvantaged. The Department of Education's implementing regulations provide several standards for considering an individual to be academically disadvantaged, such as secondary school grades below 2.0 on a 4.0 scale.

six states indicates. But including in the second part of the formula persons who, according to the school districts, are experiencing academic difficulties but may not be economically disadvantaged tends to shift federal funds from poorer communities to more affluent ones.

For all school districts in the six states we studied, we compared reported student counts due to the first part of the formula with those for the second part of the formula. This enabled us to estimate the number of school districts affected by counting students with only academic difficulties in the second part of the allocation formula. Where student counts for "disadvantaged served in vocational education" exceeded those for "low income" in a school district, the excess count was considered to represent students with only academic difficulties. It would be impossible to have more low-income students in a district's vocational education program than there were in the entire district.

Of the 1,639 school districts, 366 (22 percent) reported more academically and/or economically disadvantaged students served in vocational education programs than low-income high school students enrolled in the entire district.[3] (See table 3.2.) Probably other districts have vocational students with academic problems who are not poor. These students also would be included in the "disadvantaged served" calculations, even though vocational education student counts in these other districts were not larger than the number of low-income high school students enrolled in the districts. Student data generally are maintained at the local level only. Thus, we could not determine the full extent to which students with only academic problems were included in the formula calculations or their impact on shifting funds from poorer communities.

Nevertheless, allocating funds for the academically disadvantaged had a significant impact. For example, the 366 districts received $8.4 million from the second part of the allocation formula. This represents over half of the $16 million allocated by the second part of the disadvantaged population formula in the six states.

[3]We wanted to be able to compare the number of low-income students to the number of disadvantaged students served in vocational education in each district. However, five of the six states reported low-income students in kindergarten through grade 12, while vocational enrollments were limited to high school. One state (California) estimated low-income student counts by using a ratio of the four high school grades (grades 9-12) to the total. To compare the numbers of low-income students and disadvantaged students served in vocational education in the other five states, we applied California's ratio to the low-income student counts reported by the other states. Thus, we derived estimates of low-income students in high school only.

Table 3.2: Districts in Six States Reporting More Disadvantaged Students Served in Vocational Education Programs Than Low-Income High School Students Enrolled in Entire School District

State	Total no. of districts	Districts with more "disadvantaged" than "low-income" students
Arkansas	327	66
California	383	196
Kansas	122	39
Maryland	24	0
New Jersey	283	50
Pennsylvania	500	15
Totals	**1,693**	**366**

Note: For New Jersey and Pennsylvania, data are for school year 1988-89; data for other states are for 1986-87.

For selected school districts, we compared the effect of including students with only academic problems in the allocation formula. (See table 3.3.) For example, the San Ramon, California, school district reported 12 low-income high school students in the first half of the formula and 600 disadvantaged students in the second half of the formula. Even if all 12 low-income students were also vocational education students and were included in the second half of the formula, the remaining 588 of the 600 "disadvantaged served in vocational education" must have been students with academic rather than economic problems.

Table 3.3: Comparative Effect of Including "Academically Disadvantaged" Students in Disadvantaged Allocation Formula

District	Median family income	Low-income students, grades 9-12	Disadvantaged students served in voc. education[a]	Funding allocation based on formula's 1st part	Funding allocation based on formula's 2nd part	Total funding per low-indomce students
Stuttgart, AR	$17,043	298	423	$6,098	$19,312	$85
Eudora, AR	9,360	330	105	6,747	4,794	35
San Ramon, CA	36,404	12	600	569	22,927	1,958
Oakland, CA	17,622	6,701	4,459	307,339	170,388	71
Wichita, KS	21,061	550	2,450	51,285	100,134	275
Pittsburg, KS	15,874	77	39	7,167	1,594	113
Roxbury Twp., NJ	28,350	16	132	666	19,755	1,276
Atlantic City, NJ	13,238	745	101	32,865	15,115	64

Note: For New Jersey, data are for school year 1988-89; data for other states are for 1986-87.

[a]Includes academically and/or economically disadvantaged students.

Allocation of Disadvantaged Population Funds Not Analyzed

The Department of Education's Office of Vocational and Adult Education collects no data from the states regarding the allocations of disadvantaged population funds under the Perkins Act. Consequently, Education officials have performed no analyses and were unaware of the impact of including the academically disadvantaged in the second part of the disadvantaged allocation formula.

Present Formula Could Be Modified

If the Congress wants to direct more Perkins disadvantaged population funds to districts with concentrations of economically disadvantaged students, it could modify the second part of the current allocation formula to limit the students counted to those who are economically disadvantaged and who the school districts determine need additional assistance to succeed in vocational education. The first part of the allocation formula would remain the same.

Under such an alternative, San Ramon's total allocation would have been about $1,400, a 94-percent decrease, as the number of students in part 2 of the formula would have been reduced from 600 to a maximum of 12. The funds made available by elimination of the academically disadvantaged could be allocated to school districts throughout the state that have economically disadvantaged students in need of help to succeed in their vocational education program. School districts still would decide which students to serve with the funds allocated to them.

The potential effect on all school districts in California of using a modified formula to allocate Perkins disadvantaged population funds appears in appendix VI. We used California because that state gave us an automated file of its disadvantaged population allocation data; thus, we were able to recalculate districts' allocations. We believe that other states could show comparable impacts, depending upon the proportion of districts affected by students with only academic difficulties being counted in the second part of the allocation formula.

Maryland Redistributed Returned Allocations to Wealthier Areas

One of the six states studied, Maryland, redistributed unused formula-based funds in such a way that wealthier communities received significant amounts of funds originally intended for poorer areas. Funds for the disadvantaged and handicapped populations are the only Perkins Act funds allocated to local recipients by formulas specified in the act. Many school districts returned all or most of their formula-based allocations for the disadvantaged and/or handicapped populations. Usually this was done because (1) districts had difficulty matching federal

"excess cost" requirements and states did not provide the funds needed to make up the difference, or (2) the amounts allocated were too small to carry on meaningful programs or activities. Although the act specifies the formulas that states must use initially to allocate disadvantaged and handicapped funds, it gives states discretion in deciding how to redistribute funds unused by their originally intended recipients.

Reasons for and Extent of Returned Allocations

The Perkins Act requires states or LEAs to match at least equally the "excess" costs of providing vocational education programs and services to the disadvantaged and handicapped (i.e., costs above those expended by states and localities to educate other vocational students). Matching requirements can be met on a statewide aggregate basis. Thus, the state's matching requirement would be met if (1) the excess of the matching funds from some localities in the state more than offset any matching shortfalls in other localities or (2) individual states decided to provide state funds to localities to meet federal matching requirements.[4] The act also encourages but does not require localities allocated amounts of $1,000 or less to operate programs jointly with other localities.

In the six states we studied, some state and local officials told us they had difficulty meeting federal matching requirements, especially for disadvantaged population funds. For example, Baltimore had to return $444,000 of its $702,000 disadvantaged population allocation in school year 1986-87, primarily because the city could not provide sufficient funds to meet the federal match requirement, according to the Baltimore City vocational education supervisor. The Philadelphia school district found it difficult to establish the educational cost for a "regular" vocational student, needed to compute excess costs for the disadvantaged. Officials there told us the problem was compounded because state policy requires local districts to meet federal matching requirements entirely from their own funds. As a consequence, the Philadelphia district returned to the state about $1.4 million of its $2.3 million federal allocation for the disadvantaged.

There also seemed to be a high correlation between LEAs that returned Perkins Act disadvantaged and handicapped funds and the size of the allocation. Localities allocated $1,000 or less were more likely to reject

[4]A survey Pennsylvania conducted of all states indicates that states' policies on providing funds to localities for matching were an important determinant in the ability to use Perkins Act funds for the disadvantaged. States that reported having problems using the federal funds provided little or no state funds to localities for matching Perkins Act allocations. But states that contributed substantially to the required match had little problem using their federal funds.

funding than localities entitled to larger amounts. (See table 3.4.) The number of school districts which returned such allocations, regardless of amount, in Arkansas, California, Kansas and New Jersey, was significant.

Table 3.4: School Districts in Six States That Returned Their Entire Perkins Act Disadvantaged or Handicapped Allocation (School Year 1986-87)

State	Allocation of $1,000 or less		Allocation of more than $1,000	
	No. of eligible school districts	Percent returning funds	No. of eligible school districts	Percent returning funds
Returned disadvantaged allocation:				
Arkansas	22	41	296	22
California	37	62	338	10
Kansas	133	76[a]	186	49[a]
Maryland	0	0	24	4
New Jersey	49	84	219	18
Pennsylvania	0	0	596	0
Returned handicapped allocation:				
Arkansas	140	16	188	11
California	84	43	288	5
Kansas	214	79[b]	117	46[b]
Maryland	0	0	24	21
New Jersey	85	72	186	17
Pennsylvania	0	0	596	0

[a]In Kansas, 32 percent of the districts allocated $1,000 or less and 22 percent of those allocated more than $1,000 subsequently provided their disadvantaged population allocations to other educational institutions.

[b]In Kansas, 45 percent of the districts allocated $1,000 or less and 33 percent of those allocated more than $1,000 subsequently provided their handicapped population allocations to other educational institutions.

Generally, these localities returned funds because the amounts were small, according to state officials. For example, 75 percent of California districts that returned funds did so because the amounts allocated were too small to carry on meaningful programs or activities, state vocational education officials estimated. New Jersey vocational education officials said the majority of districts returning funds cited the same reason.

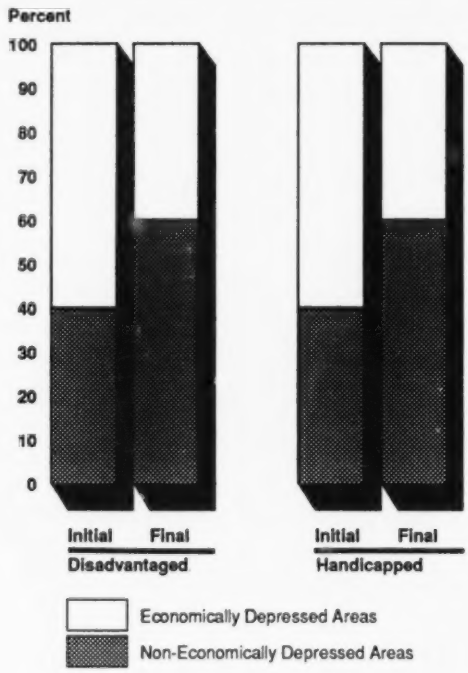
Funds Returned by Poor Communities in Maryland Reallocated to Wealthier Areas

If localities return or do not accept disadvantaged or handicapped funds allocated to them by the Perkins Act formulas, states must redistribute the money. In contrast to the original allocation, the law is silent about how states should reallocate returned funds. Maryland's reallocation methods resulted in providing Perkins Act disadvantaged and handicapped population funds to wealthier communities.

Using the six states' designations of "economically depressed areas" as criteria for measuring relative wealth of communities,[5] we compared their initial and final distributions of handicapped and disadvantaged population funds. Five states redistributed funds between EDAs and areas outside EDAs in approximately the same proportions as the original allocations. Maryland, however, shifted approximately 20 percent of both disadvantaged and handicapped funds from EDAs to wealthier communities, as figure 3.2 shows.

[5]As discussed earlier in this chapter (pp. 34-39), two of six states we visited used criteria for classifying areas as economically depressed that we consider inappropriate. For this analysis, we accepted the states' designations. However, we believe that using more appropriate criteria for designating EDAs would show that wealthier communities received larger amounts of disadvantaged and handicapped funds as a result of fund reallocations.

Figure 3.2: Initial and Final Allocations of Perkins Act Disadvantaged and Handicapped Funds in Maryland (1986-87 School Year)



When disadvantaged and handicapped funds are returned, Maryland makes at least two attempts to reallocate them, state officials said. The first uses a state priority listing that takes into account concentrations of poverty in localities. Any funds remaining after the first reallocation are distributed to any localities that want them and can satisfy the federal matching requirements. Maryland officials are aware that a significant portion of reallocated funds is going to wealthier communities, they told us. They believe this happens because the wealthier communities are better able to meet the federal matching requirements for the funds. As the act is silent on reallocations, this situation could occur in other states and result in redistributing funds away from poor communities.

Conclusions

Certain aspects of the Perkins Act allocation mechanisms and the way they are implemented by the states can favor wealthier communities over poorer ones. If the allocation outcomes we identified are at variance with those outcomes desired by the Congress, it could consider legislative changes during the Perkins Act reauthorization process.

In designating areas as economically depressed, some states use criteria that direct more funds to wealthier communities; in others the criteria do not fully consider the extent to which students are concentrated in EDAs compared with other areas in the state. One way the Congress could provide additional funding to EDAs is to require states to allocate at least as much federal vocational education funding per vocational education student in EDAs as in other parts of each state. Administratively, the Department of Education could improve program oversight by requiring the states to substantiate their EDA designation criteria and by analyzing the reasonableness of these criteria against the guidance in the act. Readily available state enrollment and funding data could be provided to federal program managers to conduct needed analyses.

Including nonpoor, academically disadvantaged students in the funding allocation formula for the disadvantaged population has the effect of shifting funds from poor communities in some instances. If the Congress is dissatisfied with the outcome of its inclusion of "academically disadvantaged" students in the formula, it could modify the present allocation formula to include only economically disadvantaged students (in both wealthy and poor communities) who need help to succeed in their vocational education programs.

Additionally, reallocating disadvantaged and handicapped funds not used by the originally intended recipients has caused funds to be redistributed to wealthier areas in a state. This occurred because the Perkins Act is silent on how unused funds should be redistributed and more affluent communities are better able to meet federal matching requirements for funds. Although we found this situation in only one of the six states analyzed, the potential exists for it to occur elsewhere. To ensure that such redistributions are consistent with the original allocations, the Congress could revise the act to require that redistributions be made between poorer and wealthier areas of a state in approximately the same proportions as originally allocated. Remedies already available in the act, such as states contributing funds to help localities meet federal matching requirements, could be used to address poor communities' inability to do so.

Finally, to decrease the frequency with which disadvantaged and handicapped allocations are returned by their intended recipients because they are too small to be used effectively, the Congress could establish a statutory minimum in the Perkins Act or allow states to establish minimum grant amounts appropriate for their circumstances.

Matters for Consideration by the Congress

If Congress wants to direct more funding to poorer communities, we suggest that consideration be given during the Perkins Act reauthorization process to

- requiring the states to allocate at least as much Perkins Act funding to each vocational education student in areas that are economically depressed as those in other parts of the state;
- removing students who are academically disadvantaged, but not poor, from the formula for allocating Perkins funds for disadvantaged populations; and
- requiring that any redistributions of formula-driven Perkins Act funds for the disadvantaged and handicapped populations be made between wealthier and poorer communities in approximately the same proportions as originally allocated.

To minimize returns of formula-driven disadvantaged and handicapped allocations, the Congress may also wish to (1) establish an overall minimum grant amount applicable for all states in allocating Perkins disadvantaged and handicapped funds to localities or (2) allow states to establish their own minimum grant amount.

Recommendations to the Secretary of Education

We recommend that the Secretary of Education (1) require states to substantiate to federal program officials the rationale used for selection of areas to be designated as economically depressed as well as submit supporting state enrollment and funding data to the same officials, and (2) direct the Assistant Secretary for Vocational and Adult Education to perform analyses of the reasonableness of states' EDA criteria, using enrollment and funding data submitted by the states.

Agency Comments and Our Evaluation

The Department agreed with our finding on the questionable manner in which some states designate EDAs and with our recommendation to provide at least equal per capita funding to vocational students in such areas. It noted, however, that the Perkins Act gives the states considerable latitude in defining EDAs and this makes it difficult for the Department to disapprove state EDA criteria and consequently withhold approval of a state's plan. In the Department's view, more prescriptive language in the act and regulations requiring, for example, states to submit enrollment and funding data to federal program officials would be necessary to implement our recommendation to the Secretary of Education.

We agree that the Perkins Act provides the states latitude in defining EDAs. However, some of the states we visited do not fully consider large concentrations of low-income families in designating EDAs. In our view, the Secretary has authority to prescribe additional EDA designation criteria that could prevent such occurences. Based on these facts, we continue to believe the Department must do more to fulfill its administrative responsibilities under the Perkins Act. The departmental action we recommend is necessary to better ensure effective program oversight.

The Department believes our recommendation to eliminate the academically disadvantaged from the disadvantaged population allocation formula has merit if the existing program setasides are retained. However, the Department's legislative proposal would eliminate the disadvantaged population allocation formula and use a block grant approach to distribute funds.

The Department also agrees with our recommendation to redistribute returned funds in approximately the same proportions as the original allocations, but officials were concerned that poor communities could continue to have difficulty in providing matching funds. They agreed, however, that the current act provides remedies for this problem that some states have not used. For example, the excess of matching funds from some localities in the state could be used to offset matching shortfalls in other localities or individual states could provide state funds to localities to meet matching requirements.

National Data Collection and Reporting System Needed

The Perkins Act requires the Secretary of Education to develop a national vocational education data reporting and accounting system. There is general agreement among vocational education officials at the federal, state, and local levels on the need for national data on vocational education. The Department of Education, however, has not yet completed development of a system to replace the Vocational Education Data System (VEDS). Use of VEDS was suspended in 1983 because of problems with data quality and extensiveness of the data required. As a result, program data needed for legislative oversight and program administration are lacking.

Agreement on Need for National Data

Of the 51 state directors we surveyed, 45 agreed on the need for uniform state vocational education data at the federal level for such uses as congressional oversight and program administration. They cited such reasons as:

- National data would provide vocational education program accountability by giving the Congress and state legislatures information on the use of federal, state, and local vocational education funds.
- National data would indicate the manner in which vocational education programs have, among other things, modernized and improved access to quality programs for the special populations named in the Perkins Act.
- Comparable state data would provide a basis for studies among the states in such areas as vocational education and training capacity and labor force supply and demand.

At a minimum, according to the state directors, data on the following are needed: enrollments, spending, program outcome and follow-up measures, demographic characteristics of program participants, and types of training provided. Currently, the Department is attempting to gather vocational education data from existing education data systems. However, the adequacy of that effort cannot be judged, as results are not yet available.

The 45 states whose vocational education directors agreed on the need for national vocational education data would be willing to accept some increased administrative burden to support a national data collection and reporting system. However, eight of the directors expressed concern about their financial ability to support such a system without some funding assistance from the federal government.

The Council of Chief State School Officers also has recognized the need for national data. This organization has taken the lead in a cooperative effort among federal and state agencies and national vocational education organizations to develop a national vocational education data system using standard terms and definitions. This effort appears to be a positive step toward providing nationally comparable data.

Difficulty in Obtaining Data

As discussed in chapter 1, we encountered problems related to the quality and reliability of vocational education data during our review.[1] In performing our field work, we found substantially differing definitions for such basic terms as "vocational education student." We encountered particular difficulty in obtaining basic program data, such as that on spending and participation, from the Department of Education. For example:

- The Department of Education could provide no vocational education enrollment data for school year 1984-85, because VEDS was suspended, and only partial data for subsequent years.
- Data the Department currently obtains from the states using interim "performance reports" have limited program management value. For example, states are not required to report on spending for special populations or program improvement activities by EDAS and non-EDAS.
- New Jersey had no vocational education enrollment data for school year 1984-85. Further, the state changed its method of accumulating state and local vocational education spending data for the 1986-87 school year to such an extent that spending data were not comparable with prior years.
- Kansas state officials believed that its state enrollment data were inaccurate because of double-counting by many of the state's school districts.
- In estimating state and local spending for vocational education, 8 of the 51 state directors could not estimate state and/or local spending for vocational education for secondary schools, and 48 had no data for postsecondary spending.

[1]In our November 1988 summary report (GAO/OCG-89-18TR) discussing long-standing and unresolved problems within the Department of Education, we addressed the limited amount of state data available for congressional and management oversight. In this regard, we believe the Department has generally failed to supply the leadership to assure the availability of nationwide education data needed to gauge the success of federal programs and determine the need for program changes. Our reviews of Department programs repeatedly have found old and incomplete data and inconsistent definitions that make state-to-state comparisons extremely difficult.

Conclusion

A national data collection system is necessary to understand the outcomes of and manage a program of the size and importance of the Perkins Act. However, the Department of Education has made limited progress over the last 5 years in developing such a system.

Recommendation to the Secretary of Education

We recommend that the Secretary provide the leadership needed to complete development of a national vocational education data system, using common terms and definitions, in cooperation with affected vocational education organizations, such as the Council of Chief State Schools Officers, and with the assistance of the National Center for Education Statistics (NCES).

Agency Comments and Our Evaluation

The Department agrees with our finding on the need for vocational education data and our recommendation that the Secretary of Education continue to provide the necessary leadership to obtain such data.

The Department's legislative proposal would reauthorize the mandate for collection of vocational education data under the General Education Provisions Act. Department officials believe that vocational education data activities can be considered and funded under that law along with other NCES responsibilities. According to NCES, a method for deriving vocational education information from its data sets has been attained. Specific elements of the national vocational education data system that remain to be accomplished relate to the analysis and dissemination of information.

The ongoing NCES efforts are consistent with our report recommendation. However, we are unable to comment on the system's development at this time because crucial elements of the system have yet to be implemented. In any event, we believe the success of this system, when fully implemented, will be measured by how well the system's data are used for legislative oversight and program administration purposes.

Twenty Local Educational Institutions in Six States Visited by GAO

Arkansas	Camden High School Jonesboro Area Vocational-Technical High School Riverside Vocational Technical School Southern Arkansas University Uptown Center Westark Community College
California	Los Angeles Unified School District Los Rios Community College District San Ramon Valley Unified School District
Kansas	Dodge City Community College Manhattan Area Vocational-Technical School Paola Unified School District
Maryland	Baltimore City School District Baltimore County School District Wor-Wic Technical Community College
New Jersey	Camden City Local Area Vocational School District Mercer County Community College Salem County Vocational-Technical Schools
Pennsylvania	Community College of Philadelphia School District of Philadelphia Western Montgomery County Area Vocational-Technical School

Summary of Responses of State Vocational Education Directors to GAO Telephone Survey

The number of individual responses to each question we asked of 51 state vocational education directors in a telephone survey for this report is shown in parentheses. The responses do not always add to 51 because (1) the state directors frequently made more than one response to a question and (2) this summary contains the most frequently cited responses to our questions.

Question 1

What are the advantages and disadvantages of the designations of "special populations" and the funding formulas associated with them?

Advantages

- Ensures that special populations are served. (26)
- Requires states to target resources to these groups. (17)
- Identifies them as a national priority. (7)
- Recognizes the nation's future workforce. (4)

Disadvantages

- Excess cost and matching requirements. (17)
- Set-aside percentages are too high. (15)
- Lack of flexibility to serve state or local needs. (10)

Question 2

What significant positive and negative service effects have occurred as a result of the Perkins Act?

Positive Effects

- Emphasis on program improvement. (21)
- Emphasis on special populations. (25)
- Increased cooperation among providers of vocational education. (14)

Negative Effects

- Funds unused because of excess cost and/or matching requirements. (15)
- Statewide initiatives hindered by emphasis on special populations. (9)
- No negative effects. (12)

Question 3

What specific provisions of the Perkins Act (if any) should be modified?

- Formulas and/or set-aside percentages for special populations. (27)
- Excess cost and matching requirements. (26)
- Coordination requirements among providers of vocational education. (9)

Question 4

How much did the states and localities spend for vocational education for fiscal year 1987?

- $8.1 billion. (This is a minimum estimate, as 8 state directors were unable to provide estimates on state and/or local spending for secondary schools and 48 had no data available for postsecondary schools).

Question 5

Is there a need for nationally comparable data on vocational education for use at the federal level that isn't being collected now? Specifically, what data? Would states be willing to accept some increased "data burden" to support a national data collection and reporting system?

Need for National Data

- Yes. (45)
- No. (6)

Types of National Data Needed

- Enrollments.
- Spending.
- Completion rates/placement/outcome.
- Demographic characteristics of special populations served.
- Type of training provided.
- Follow-up measures.

Willingness to Support National Data System

- Yes. (45)
- No. (6)

Question 6

What message would the state like to provide Congress regarding the Perkins Act?

- Federal funding should be continued. (19)
- The Perkins Act is relatively good legislation and should be left intact except for minor technical amendments. (17)
- The current act's provisions do not allow the state sufficient flexibility. (10)
- A federal role in vocational education provides a sense of national leadership and priorities. (9)
- More cooperation is needed among providers of vocational education. (9)
- The Perkins Act has increased the emphasis on the special populations and program improvement. (8)

Uses of Perkins Act Funds for the Special Populations in Six States Visited by GAO

State visited	Uses of Perkins Act funds
Arkansas	Salaries of teachers' aides and instructional materials for the disadvantaged and handicapped; training programs and scholarships for adults; career development, guidance, counseling, and educational services for single parents/ homemakers; sex-equity specialist and associated programs; and equipment for instructional programs for criminal offenders.
California	Special projects to develop exemplary programs and prevent dropouts among disadvantaged students; employment training and resource system for the handicapped; adult training programs; grants for guidance, counseling, and employability skills development for single parents/ homemakers; teacher training and support services for students in nontraditional careers; and staff development, guidance and counseling, and instructional programs for criminal offenders.
Kansas	Supplemental services for the disadvantaged and handicapped; emphasis on new business and technology development for adults; updating single parents/homemakers' skills for re-entry into the workforce, including counseling and vocational training; sex-equity specialist, with emphasis on nontraditional career programs and teacher in-service training; and vocational program/service expansion and improvement for criminal offenders.
Maryland	Vocational support service teams for the disadvantaged and handicapped, which provide vocational assessment, guidance, counseling, academic support, and job placement; job skill training, customized technical skills training, and supplemental services for adults; occupational and employability skills training and technical assistance to local education agencies for single parents/homemakers; and information dissemination, technical assistance, and cooperative projects with the private sector to eliminate sex bias.
New Jersey	Staff, equipment, supplies, and services to develop, provide, modernize, and expand vocational activities, programs, and services designed for the disadvantaged, handicapped, and adults, including outreach and intervention to prevent dropouts; model programs, small business ownership, and marketable skills training for single parents/homemakers; regional equity centers and exemplary programs to eliminate sex bias; and vocational training, career guidance, and counseling for criminal offenders.
Pennsylvania	Additional vocational education assistance through a variety of projects, including technical assistance and in-service programs for the disadvantaged and handicapped; career guidance, counseling, and job training for adults; career guidance, counseling, instruction in employability skills, vocational training, and job placement for single parents/ homemakers; in-service training and technical assistance to sex-equity coordinators; and vocational counseling, assessment, skills training, and job placement for criminal offenders.

Principal Uses of Perkins Act Funds for the Special Populations in 18 Localities Visited by GAO

Local institutions visited	Local uses of Perkins Act funds
Arkansas	
Riverside Vo-Tech School	Instructional equipment and computer equipment for criminal offenders' programs.
Southern Arkansas University Uptown Center	Salaries for community-based organization providing referrals and assistance to single parents/homemakers.
Jonesboro Area Vo-Tech High School	Salaries, books, counseling, and tutoring for handicapped and disadvantaged students.
Westark Community College	Job-seeking skills workshops, career counseling for single parents/homemakers; and additional semester of program for upgrading nursing certification.
California	
Los Angeles Unified School District	Instructional equipment and supplies; counseling and needs assesment services; model programs for disadvantaged and handicapped (e.g., support teams providing remedial education and counseling to about 1,200 students in 15 high schools).
Los Rios Community College District	Supplemental services (e.g., educational advice, child care referrals, and job placement assistance) and specialized equipment for handicapped students.
San Ramon Valley Unified School District	Books and supplies; computer software for auto shop/math course for potential drop-outs; and keyboarding equipment for special education students.
Kansas	
Paola Unified School District	Computer equipment for the disadvantaged; handicapped funds allocated to another local school to use for teachers' salaries.
Manhattan Area Vo-Tech School	Salaries of teachers' aides, placement coordinator, computer learning center instructor for disadvantaged and handicapped; and private sector trainers for adult program.
Dodge City Community College	Instructor's salary and computer software to implement competency-based instruction for disadvantaged; installation of elevator in library for handicapped; and career evaluation and individualized basic skills and vocational training for single parents/homemakers.
Maryland	
Baltimore City School District	Vocational support services (needs assessment, counseling, and academic support); and job, attitudinal, and employability skill training in various vocational programs.
Baltimore County School District	Vocational support services (see above); and career opportunities program (small class sizes, special texts, and equipment) to prevent dropouts.
Wor-Wic Tech Community College	Vocational support services for disadvantaged and handicapped (see above).
New Jersey	
Salem County Vo-Tech Schools	Tutors and instructional aides; specialized equipment for handicapped; and job training for single parents/homemakers.
Camden City Local Area Vocational School District	Tutorial and other support services for high-risk disadvantaged students; and instructional equipment for vocational programs.
Mercer County Community College	Basic skills instruction, career assessment, and counseling to prepare disadvantaged students for vocational coursework; and instructional equipment for manufacturing processes course.
Pennsylvania	
Community College of Philadelphia	Salaries and instructional equipment to serve the handicapped, disadvantaged, and adults, including counseling and support services, job placement, and equipment for handicapped.
School District of Philadelphia	Salaries and books for instructional programs, vocational dropout prevention, prevocational outreach, counseling, and job search.

Appendix V

Use of Perkins Act Funds for Program Improvement Purposes in 17 Localities Visited by GAO

Local institutions visited	Local uses of Perkins Act funds
Arkansas	
Camden High School	In-service training; writing and publishing a textbook for teachers' use statewide.
Jonesboro Area Vo-Tech High School	Integrating math and communication instruction into secondary vocational curriculum; model vocational counseling project.
California	
Los Angeles Unified School District	Professional development; curriculum development; and instructional equipment and supplies to modernize programs (e.g., graphic arts and food services).
Los Rios Community College District	Equipment and supplies to modernize programs to keep pace with equipment used by business (e.g., office occupations and mechanical-electrical technology).
San Ramon Valley Unified School District	Professional development; special project to revise and validate model curriculum standards and program for office education.
Kansas	
Paola Unified School District	Computer equipment used in a number of instructional programs.
Manhattan Area Vo-Tech School	Computer-assisted design system for drafting program; teacher training in competency-based instruction.
Dodge City Community College	Competency-based instruction; in-service training for instructors in several program areas; and curriculum improvement.
Maryland	
Baltimore City School District	State-of-the-art equipment used in instructional programs (e.g., printing and food management); curriculum updating.
Baltimore County School District	Updated equipment and programs (agriculture production and general office); in-service training for teachers to upgrade their skills.
Wor-Wic Tech Community College	Modern equipment, including computers, for instructional programs (radiologic technology and hotel, motel, and restaurant management).
New Jersey	
Salem County Vo-Tech High School	Acquire modern equipment for auto body and auto mechanics programs.
Camden High School	Salaries of two full-time placement counselors; computers for instructional programs and for placement office.
Mercer County Community College	State-of-the-art equipment for computer graphics program.
Pennsylvania	
Community College of Philadelphia	Curriculum development for technical writing program.
School District of Philadelphia	Salary of industry-education coordinator; support services for cooperative education students; competency-based materials; and modern equipment for instructional programs.
Western Montgomery County Area Vo-Tech School	Updated training equipment for automotive mechanics and welding programs.

Potential Effect in California of Using Modified Formula to Allocate Perkins Act Disadvantaged Population Funds

District	Formula, part I (low income)		Formula, part II (Disadvantaged served in vocational education)		Total, parts I & II	Recalculation using modified formula			Change in allocation by eliminating "academically" disadvantaged
						Part II			
	Students in school	Formula dollars	Students served	Formula dollars		Smaller count, low income or disadvantaged served	Recalculated dollars	Total, parts I & II	
Comprehensive high schools:									
ABC Unified	395	$18,117	40	$1,528	$19,645	40	$2,722	$20,838	$1,193
Acalanes Union High	10	459	25	955	1,414	10	680	1,139	(275)
Alameda City Unified	160	7,338	183	6,993	14,331	160	10,886	18,225	3,894
Albany City Unified	26	1,192	25	955	2,148	25	1,701	2,893	746
Alhambra City High	2,255	103,425	3,937	150,441	253,866	2,255	153,431	256,855	2,989
Alpaugh Unified	13	596	0	0	596	0	0	596	0
Alpine County Unified	0	0	0	0	0	0	0	0	0
Alvord Unified	314	14,401	197	7,528	21,929	197	13,404	27,805	5,876
Amador Co. Unified	65	2,981	25	955	3,937	25	1,701	4,682	746
Amador Valley Joint Unified	39	1,789	228	8,712	10,501	39	2,654	4,442	(6,059)
Anaheim Union High	862	39,535	1,444	55,178	94,714	862	58,651	98,186	3,472
Analy Union High	175	8,026	582	22,239	30,266	175	11,907	19,933	(10,332)
Anderson Union High	226	10,365	79	3,019	13,384	79	5,375	15,741	2,356
Anderson Valley Unified	21	963	30	1,146	2,110	21	1,429	2,392	282
Antelope Valley Union High	639	29,307	257	9,821	39,128	257	17,486	46,794	7,666
Antioch Unified	247	11,329	236	9,018	20,347	236	16,057	27,386	7,039
Arcadia Unified	33	1,514	27	1,032	2,545	27	1,837	3,351	805
Atascadero Unified	42	1,926	140	5,350	7,276	42	2,858	4,784	(2,492)
Azusa Unified	314	14,401	71	2,713	17,115	71	4,831	19,232	2,118
Baker Valley Unified	4	183	0	0	183	0	0	183	0
Baldwin Park Unified	575	26,372	598	22,851	49,223	575	39,123	65,495	16,272
Banning Unified	278	12,750	0	0	12,750	0	0	12,750	0
Barstow Unified	159	7,292	63	2,407	9,700	63	4,287	11,579	1,879
Bassett Unified	191	8,760	660	25,220	33,980	191	12,996	21,756	(12,224)
Bear Valley Unified	72	3,302	7	267	3,570	7	476	3,779	209
Beaumont Unified	94	4,311	43	1,643	5,954	43	2,926	7,237	1,283
Bellflower Unified	258	11,833	62	2,369	14,202	62	4,218	16,052	1,849
Benicia Unified	36	1,651	66	2,522	4,173	36	2,449	4,101	(73)
Berkeley Unified	499	22,886	421	16,087	38,974	421	28,645	51,531	12,558
Beverly Hills Unified	24	1,101	66	2,522	3,623	24	1,633	2,734	(889)
Big Pine Unified	12	550	0	0	550	0	0	550	0

(continued)

District	Formula, part I (low income)		Formula, part II (Disadvantaged served in vocational education)		Total, parts I & II	Recalculation using modified formula			Change in allocation by eliminating "academically" disadvantaged
						Part II			
	Students in school	Formula dollars	Students served	Formula dollars		Smaller count, low income or disadvantaged served	Recalculated dollars	Total, parts I & II	
Big Valley Joint Unified	7	321	17	650	971	7	476	797	(173)
Biggs Unified	29	1,330	54	2,063	3,394	29	1,973	3,303	(90)
Bishop Union High	23	1,055	0	0	1,055	0	0	1,055	0
Black Oak Mine Unified	39	1,789	33	1,261	3,050	33	2,245	4,034	984
Bonita Unified	113	5,183	430	16,431	21,614	113	7,689	12,871	(8,743)
Borrego Springs Unified	7	321	18	688	1,009	7	476	797	(212)
Brawley Union High	161	7,384	90	3,439	10,823	90	6,124	13,508	2,685
Brea-Olinda Unified	18	826	171	6,534	7,360	18	1,225	2,050	(5,310)
Bret Harte Union High	47	2,156	13	497	2,652	13	885	3,040	388
Burbank Unified	231	10,595	391	14,941	25,536	231	15,717	26,312	776
Butte Valley Unified	16	734	13	497	1,231	13	885	1,618	388
Cabrillo Unified	7	321	35	1,337	1,658	7	476	797	(861)
Calaveras Unified	104	4,770	176	6,725	11,495	104	7,076	11,846	351
Calexico Unified	213	9,769	856	32,710	42,479	213	14,493	24,262	(18,217)
Calipatria Unified	33	1,514	0	0	1,514	0	0	1,514	0
Calistoga Joint Unified	9	413	10	382	795	9	612	1,025	230
Campbell Union High	272	12,475	271	10,356	22,831	271	18,439	30,914	8,083
Capistrano Unified	58	2,660	1,293	49,408	52,069	58	3,946	6,606	(45,462)
Carlsbad Unified	72	3,302	1	38	3,340	1	68	3,370	30
Carmel Unified	9	413	106	4,050	4,463	9	612	1,025	(3,438)
Carpinteria Unified	12	550	73	2,789	3,340	12	816	1,367	(1,973)
Caruthers Union High	77	3,532	172	6,572	10,104	77	5,239	8,771	(1,333)
Castro Valley Unified	45	2,064	273	10,432	12,496	45	3,062	5,126	(7,370)
Center Joint Unified	84	3,853	42	1,605	5,458	42	2,858	6,710	1,253
Centinela Valley Union	880	40,361	1,331	50,860	91,221	880	59,875	100,236	9,015
Central Unified	126	5,779	743	28,392	34,171	126	8,573	14,352	(19,819)
Central Union High	253	11,604	178	6,802	18,406	178	12,111	23,715	5,309
Ceres Unified	202	9,265	167	6,381	15,646	167	11,363	20,627	4,981
Chaffey Union High	1,037	47,562	269	10,279	57,841	269	18,303	65,864	8,024
Charter Oak Unified	54	2,477	118	4,509	6,986	54	3,674	6,151	(835)
Chico Unified	224	10,274	58	2,216	12,490	58	3,946	14,220	1,730
Chino Unified	193	8,852	189	7,222	16,074	189	12,860	21,711	5,637
Chowchilla Union High	91	4,174	63	2,407	6,581	63	4,287	8,460	1,879
Claremont Unified	62	2,844	141	5,388	8,232	62	4,218	7,062	(1,169)

(continued)

District	Formula, part I (low income)		Formula, part II (Disadvantaged served in vocational education)		Total, parts I & II	Recalculation using modified formula			Change in allocation by eliminating "academically" disadvantaged
						Part II			
	Students in school	Formula dollars	Students served	Formula dollars		Smaller count, low income or disadvantaged served	Recalculated dollars	Total, parts I & II	
Cloverdale Unified	20	917	12	459	1,376	12	816	1,734	358
Clovis Unified	373	17,107	552	21,093	38,201	373	25,379	42,486	4,286
Coachella Valley Unified	241	11,053	65	2,484	13,537	65	4,423	15,476	1,939
Coalinga/Huron Joint Unified	50	2,293	30	1,146	3,440	30	2,041	4,334	895
Coast Joint Union High	11	505	22	841	1,345	11	748	1,253	(92)
Colton Joint Unified	435	19,951	237	9,056	29,007	237	16,126	36,077	7,069
Colusa Unified	48	2,201	6	229	2,431	6	408	2,610	179
Compton Unified	2,719	124,706	2,634	100,651	225,357	2,634	179,218	303,923	78,567
Conejo Valley Unified	50	2,293	0	0	2,293	0	0	2,293	0
Corcoran Joint Unified	85	3,898	223	8,521	12,420	85	5,783	9,682	(2,738)
Corning Union High	62	2,844	149	5,694	8,537	62	4,218	7,062	(1,475)
Corona-Norco Unified	242	11,099	44	1,681	12,781	44	2,994	14,093	1,312
Coronado Unified	5	229	0	0	229	0	0	229	0
Cotati-Rohnert Park Unified	84	3,853	130	4,968	8,820	84	5,715	9,568	748
Covina-Valley Unified	176	8,072	244	9,324	17,396	176	11,975	20,047	2,651
Culver City Unified	99	4,541	37	1,414	5,954	37	2,517	7,058	1,104
Cutler-Orosi Joint Unified	73	3,348	227	8,674	12,022	73	4,967	8,315	(3,707)
Cuyama Jt. Unified	0	0	0	0	0	0	0	0	0
Davis Joint Unified	53	2,431	14	535	2,966	14	953	3,383	418
Death Valley Unified	7	321	5	191	512	5	340	661	149
Del Norte County Unified	156	7,155	27	1,032	8,187	27	1,837	8,992	805
Delano Joint Union High	208	9,540	161	6,152	15,692	161	10,954	20,494	4,802
Denair Unified	23	1,055	0	0	1,055	0	0	1,055	0
Desert Sands Unified	276	12,659	228	8,712	21,371	228	15,513	28,172	6,801
Desert Center Unified	0	0	0	0	0	0	0	0	0
Dinuba Joint Union High	108	4,953	309	11,808	16,761	108	7,348	12,302	(4,459)
Dixon Unified	28	1,284	148	5,655	6,940	28	1,905	3,189	(3,750)
Dos Palos Joint Union High	143	6,559	290	11,082	17,640	143	9,730	16,288	(1,352)
Downey Unified	292	13,392	45	1,720	15,112	45	3,062	16,454	1,342
Duarte Unified	166	7,614	201	7,681	15,294	166	11,295	18,908	3,614
Dunsmuir Joint Union High	20	917	41	1,567	2,484	20	1,361	2,278	(206)
Durham Unified	4	183	0	0	183	0	0	183	0
East Nicolaus Joint Unified	6	275	0	0	275	0	0	275	0
East Side Union High	2,700	123,834	264	10,088	133,922	264	17,963	141,797	7,875

(continued)

District	Formula, part I (low income)		Formula, part II (Disadvantaged served in vocational education)		Total, parts I & II	Recalculation using modified formula			Change in allocation by eliminating "academically" disadvantaged
						Part II			
	Students in school	Formula dollars	Students served	Formula dollars		Smaller count, low income or disadvantaged served	Recalculated dollars	Total, parts I & II	
Eastern Sierra Unified	13	596	26	994	1,590	13	885	1,481	(109)
El Monte Union High	1,384	63,477	5,186	198,168	261,645	1,384	94,168	157,644	(104,001)
El Rancho Unified	421	19,309	0	0	19,309	0	0	19,309	0
El Segundo Unified	9	413	6	229	642	6	408	821	179
El Dorado Union High	165	7,568	119	4,547	12,115	119	8,097	15,664	3,550
Elk Grove Unified	636	29,170	312	11,922	41,092	312	21,229	50,398	9,306
Elsinore Union High	224	10,274	376	14,368	24,641	224	15,241	25,515	873
Emery Unified	38	1,743	0	0	1,743	0	0	1,743	0
Escalon Unified	29	1,330	64	2,446	3,776	29	1,973	3,303	(472)
Escondido Union High	278	12,750	149	5,694	18,444	149	10,138	22,888	4,444
Esparto Unified	10	459	69	2,637	3,095	10	680	1,139	(1,956)
Etna Union High	19	871	0	0	871	0	0	871	0
Eureka City High	103	4,724	158	6,038	10,762	103	7,008	11,732	971
Exeter Union High	119	5,458	61	2,331	7,789	61	4,150	9,608	1,820
Fairfield-Suisun Unified	427	19,584	1,179	45,052	64,636	427	29,053	48,637	(15,999)
Fall River Joint Unified	59	2,706	94	3,592	6,298	59	4,014	6,720	422
Fallbrook Union High	77	3,532	154	5,885	9,416	77	5,239	8,771	(646)
Ferndale Union High	2	92	16	611	703	2	136	228	(475)
Fillmore Unified	55	2,523	0	0	2,523	0	0	2,523	0
Firebaugh-Las Deltas Unified	45	2,064	214	8,177	10,241	45	3,062	5,126	(5,116)
Folsom-Cordova Unified	382	17,520	244	9,324	26,844	244	16,602	34,122	7,278
Fontana Unified	622	28,528	0	0	28,528	0	0	28,528	0
Fort Bragg Unified	75	3,440	42	1,605	5,045	42	2,858	6,298	1,253
Fortuna Union High	43	1,972	40	1,528	3,501	40	2,722	4,694	1,193
Fowler Unified	77	3,532	88	3,363	6,894	77	5,239	8,771	1,876
Fremont Unified	221	10,136	572	21,857	31,993	221	15,037	25,173	(6,821)
Fremont Union High	203	9,311	635	24,265	33,575	203	13,812	23,123	(10,453)
Fresno Unified	4,174	191,439	165	6,305	197,744	165	11,227	202,665	4,922
Fullerton Joint Union High	496	22,749	830	31,716	54,465	496	33,748	56,497	2,032
Galt Joint Union High	137	6,283	200	7,642	13,926	137	9,321	15,605	1,679
Garden Grove Unified	892	40,911	1,131	43,218	84,129	892	60,692	101,603	17,474
Geyserville Unified	1	46	20	764	810	1	68	114	(696)
Gilroy Unified	167	7,659	407	15,552	23,212	167	11,363	19,022	(4,190)
Glendale Unified	592	27,152	1,288	49,217	76,369	592	40,280	67,432	(8,938)

(continued)

District	Formula, part I (low income)		Formula, part II (Disadvantaged served in vocational education)		Total, parts I & II	Recalculation using modified formula			Change in allocation by eliminating "academically" disadvantaged
						Part II			
	Students in school	Formula dollars	Students served	Formula dollars		Smaller count, low income or disadvantaged served	Recalculated dollars	Total, parts I & II	
Glendora Unified	40	1,835	86	3,286	5,121	40	2,722	4,556	(565)
Gonzales Union High	75	3,440	149	5,694	9,133	75	5,103	8,543	(591)
Grant Joint Union High	2,329	106,819	1,403	53,612	160,430	1,403	95,460	202,279	41,849
Gridley Union High	43	1,972	0	0	1,972	0	0	1,972	0
Grossmont Union High	1,440	66,045	599	22,889	88,934	599	40,756	106,801	17,867
Gustine Unified	40	1,835	101	3,859	5,694	40	2,722	4,556	(1,138)
Hacienda La Puente Unified	502	23,024	18,049[a]	689,692	712,716	502	34,156	57,180	(655,536)
Hamilton Union High	12	550	8	306	856	8	544	1,095	239
Hanford Joint Union High	307	14,080	655	25,029	39,109	307	20,888	34,969	(4,141)
Hayward Unified	591	27,106	149	5,694	32,800	149	10,138	37,244	4,444
Healdsburg Union High	77	3,532	16	611	4,143	16	1,089	4,620	477
Hemet Unified	238	10,916	520	19,870	30,786	238	16,194	27,109	(3,677)
Hilmar Unified	76	3,486	86	3,286	6,772	76	5,171	8,657	1,885
Holtville Unified	22	1,009	64	2,446	3,455	22	1,497	2,506	(949)
Hughson Union High	0	0	26	994	994	0	0	0	(994)
Huntington Beach Union	863	39,581	583	22,278	61,859	583	39,667	79,249	17,390
Imperial Unified	14	642	0	0	642	0	0	642	0
Inglewood Unified	1,053	48,295	868	33,168	81,464	868	59,059	107,354	25,891
Irvine Unified	35	1,605	126	4,815	6,420	35	2,381	3,987	(2,433)
Jefferson Union High	204	9,356	959	36,645	46,002	204	13,880	23,237	(22,765)
John Swett Unified	80	3,669	0	0	3,669	0	0	3,669	0
Julian Union High	19	871	0	0	871	0	0	871	0
Jurupa Unified	346	15,869	550	21,017	36,886	346	23,542	39,411	2,525
Kelseyville Unified	23	1,055	16	611	1,666	16	1,089	2,144	477
Kerman Unified	92	4,220	12	459	4,678	12	816	5,036	358
Kern Union High	1,481	67,925	1,359	51,930	119,856	1,359	92,467	160,392	40,536
King City Joint Union High	60	2,752	98	3,745	6,497	60	4,082	6,834	338
Kings Canyon Joint Unified	175	8,026	198	7,566	15,592	175	11,907	19,933	4,341
Kingsburg Joint Union High	39	1,789	180	6,878	8,667	39	2,654	4,442	(4,225)
Klamath-Trinity Joint Unified	58	2,660	60	2,293	4,953	58	3,946	6,606	1,654
Konocti Unified	123	5,641	0	0	5,641	0	0	5,641	0
La Honda-Pescadero Unified	0	0	0	0	0	0	0	0	0
La Canada Unified	2	92	10	382	474	2	136	228	(246)
Laguna Beach Unified	10	459	151	5,770	6,229	10	680	1,139	(5,090)

(continued)

District	Formula, part I (low income) Students in school	Formula, part I (low income) Formula dollars	Formula, part II (Disadvantaged served in vocational education) Students served	Formula, part II (Disadvantaged served in vocational education) Formula dollars	Total, parts I & II	Recalculation using modified formula Part II Smaller count, low income or disadvantaged served	Recalculation using modified formula Part II Recalculated dollars	Recalculation using modified formula Total, parts I & II	Change in allocation by eliminating "academically" disadvantaged
Lake Tahoe Unified	66	3,027	101	3,859	6,866	66	4,491	7,518	631
Lakeport Unified	33	1,514	8	306	1,819	8	544	2,058	239
Las Virgenes Unified	5	229	67	2,560	2,790	5	340	570	(2,220)
Lassen Union High	118	5,412	163	6,229	11,641	118	8,029	13,441	1,800
Laton Joint Unified	20	917	0	0	917	0	0	917	0
Laytonville Unified	26	1,192	0	0	1,192	0	0	1,192	0
Le Grand Union High	118	5,412	0	0	5,412	0	0	5,412	0
Lemoore Union High	92	4,220	475	18,151	22,370	92	6,260	10,479	(11,891)
Liberty Union High	120	5,504	310	11,846	17,350	120	8,165	13,669	(3,681)
Lincoln Unified	437	20,043	313	11,960	32,003	313	21,297	41,339	9,336
Linden Unified	30	1,376	59	2,255	3,630	30	2,041	3,417	(213)
Lindsay Unified	105	4,816	172	6,572	11,388	105	7,144	11,960	572
Live Oak Unified	35	1,605	5	191	1,796	5	340	1,945	149
Livermore Valley Joint	86	3,944	747	28,545	32,489	86	5,851	9,796	(22,693)
Lodi Unified	694	31,830	1,085	41,460	73,290	694	47,220	79,050	5,760
Lompoc Unified	187	8,577	0	0	8,577	0	0	8,577	0
Lone Pine Unified	16	734	0	0	734	0	0	734	0
Long Beach Unified	3,673	168,461	2,088	79,787	248,248	2,088	142,068	310,528	62,281
Los Banos Unified	0	0	190	7,260	7,260	0	0	0	(7,260)
Los Alamitos Unified	11	505	274	10,470	10,975	11	748	1,253	(9,722)
Los Molinos Unified	21	963	50	1,911	2,874	21	1,429	2,392	(482)
Los Gatos Joint Union High	9	413	0	0	413	0	0	413	0
Los Angeles Unified	31,432	1,441,615	4,300	164,312	1,605,928	4,300	292,573	1,734,188	128,260
Lucia Mar Unified	165	7,568	12	459	8,026	12	816	8,384	358
Lynwood Unified	780	35,774	91	3,477	39,252	91	6,192	41,966	2,714
Madera Unified	440	20,180	475	18,151	38,331	440	29,938	50,118	11,787
Mammoth Unified	3	138	0	0	138	0	0	138	0
Manteca Unified	257	11,787	606	23,157	34,944	257	17,486	29,274	(5,670)
Maricopa Unified	6	275	14	535	810	6	408	683	(127)
Mariposa County Unified	72	3,302	9	344	3,646	9	612	3,915	268
Martinez Unified	52	2,385	26	994	3,378	26	1,769	4,154	776
Marysville Joint Unified	567	26,005	285	10,890	36,896	285	19,391	45,397	8,501
Maxwell Unified	2	92	6	229	321	2	136	228	(93)
McFarland Unified	23	1,055	385	14,712	15,767	23	1,565	2,620	(13,147)

(continued)

District	Formula, part I (low income)		Formula, part II (Disadvantaged served in vocational education)		Total, parts I & II	Recalculation using modified formula			Change in allocation by eliminating "academically" disadvantaged
						Part II			
	Students in school	Formula dollars	Students served	Formula dollars		Smaller count, low income or disadvantaged served	Recalculated dollars	Total, parts I & II	
Mendocino Unified	35	1,605	22	841	2,446	22	1,497	3,102	656
Merced Union High	1,984	90,995	1,306	49,905	140,900	1,306	88,860	179,856	38,955
Middletown Unified	11	505	44	1,681	2,186	11	748	1,253	(933)
Milpitas Unified	105	4,816	517	19,756	24,571	105	7,144	11,960	(12,611)
Modesto City High	1,341	61,504	734	28,048	89,552	734	49,941	111,446	21,894
Modoc Joint Unified School	75	3,440	264	10,088	13,528	75	5,103	8,543	(4,985)
Mojave Unified	31	1,422	47	1,796	3,218	31	2,109	3,531	313
Monrovia Unified	251	11,512	0	0	11,512	0	0	11,512	0
Montebello Unified	1,624	74,484	3,852	147,193	221,677	1,624	110,497	184,981	(36,696)
Monterey Peninsula Unified	291	13,347	929	35,499	48,846	291	19,800	33,146	(15,699)
Moorpark Unified	18	826	167	6,381	7,207	18	1,225	2,050	(5,157)
Moreno Valley Unified	240	11,007	411	15,705	26,713	240	16,330	27,337	624
Morgan Hill Unified	109	4,999	286	10,929	15,928	109	7,416	12,416	(3,512)
Morongo Unified	200	9,173	316	12,075	21,248	200	13,608	22,781	1,533
Mountain View-Los Altos	96	4,403	450	17,195	21,598	96	6,532	10,935	(10,664)
Mountain Empire Unified	83	3,807	5	191	3,998	5	340	4,147	149
Mt. Diablo Unified	386	17,704	807	30,837	48,541	386	26,263	43,967	(4,574)
Muroc Joint Unified	17	780	19	726	1,506	17	1,157	1,936	431
Napa Valley Unified	190	8,714	702	26,825	35,539	190	12,928	21,642	(13,897)
Needles Unified	66	3,027	34	1,299	4,326	34	2,313	5,340	1,014
Nevada Joint Union High	196	8,989	564	21,552	30,541	196	13,336	22,325	(8,216)
New Haven Unified	300	13,759	172	6,572	20,332	172	11,703	25,462	5,130
Newark Unified	96	4,403	740	28,277	32,680	96	6,532	10,935	(21,745)
Newman-Crows Landing Unified	34	1,559	0	0	1,559	0	0	1,559	0
Newport-Mesa Unified	203	9,311	1,149	43,906	53,216	203	13,812	23,123	(30,094)
North Monterey County Unified	54	2,477	401	15,323	17,800	54	3,674	6,151	(11,649)
Northern Humboldt Union	126	5,779	314	11,999	17,778	126	8,573	14,352	(3,426)
Norwalk-La Mirada Unified	598	27,427	883	33,741	61,168	598	40,688	68,115	6,947
Novato Unified	60	2,752	37	1,414	4,166	37	2,517	5,269	1,104
Oak Park Unified	0	0	0	0	0	0	0	0	0
Oakdale Joint Union High	146	6,696	0	0	6,696	0	0	6,696	0
Oakland Unified	6,701	307,339	4,459	170,388	477,727	4,459	303,391	610,729	133,003
Oceanside City Unified	321	14,723	251	9,591	24,314	251	17,078	31,801	7,487

(continued)

District	Formula, part I (low income)		Formula, part II (Disadvantaged served in vocational education)		Total, parts I & II	Recalculation using modified formula			Change in allocation by eliminating "academically" disadvantaged
						Part II			
	Students in school	Formula dollars	Students served	Formula dollars		Smaller count, low income or disadvantaged served	Recalculated dollars	Total, parts I & II	
Ojai Unified	36	1,651	0	0	1,651	0	0	1,651	0
Orange Unified	307	14,080	287	10,967	25,047	287	19,528	33,608	8,561
Orland Joint Union High	41	1,880	0	0	1,880	0	0	1,880	0
Oroville Union High	380	17,429	0	0	17,429	0	0	17,429	0
Owens Valley Unified	5	229	0	0	229	0	0	229	0
Oxnard Union High	1,045	47,928	1,711	65,381	113,310	1,045	71,102	119,030	5,721
Pacific Grove Unified	14	642	31	1,185	1,827	14	953	1,595	(232)
Pagaro Valley Joint United	222	10,182	1,092	41,728	51,910	222	15,105	25,287	(26,623)
Palm Springs Unified	213	9,769	886	33,856	43,625	213	14,493	24,262	(19,363)
Palo Verde Unified	92	4,220	0	0	4,220	0	0	4,220	0
Palo Alto City Unified	24	1,101	31	1,185	2,285	24	1,633	2,734	448
Palos Verdes Peninsula	4	183	34	1,299	1,483	4	272	456	(1,027)
Paradise Unified	103	4,724	0	0	4,724	0	0	4,724	0
Paramount Unified	537	24,629	112	4,280	28,909	112	7,620	32,250	3,341
Parlier Unified	89	4,082	243	9,286	13,368	89	6,056	10,138	(3,230)
Pasadena Unified	1,327	60,862	786	30,035	90,897	786	53,480	114,342	23,445
Paso Robles Joint Union	56	2,568	260	9,935	12,504	56	3,810	6,379	(6,125)
Patterson Joint Unified	79	3,623	89	3,401	7,024	79	5,375	8,998	1,974
Perris Union High	370	16,970	523	19,985	36,955	370	25,175	42,145	5,190
Petaluma Joint Union High	69	3,165	462	17,654	20,819	69	4,695	7,859	(12,959)
Piedmont City Unified	0	0	0	0	0	0	0	0	0
Pierce Joint Unified	27	1,238	0	0	1,238	0	0	1,238	0
Pittsburg Unified	345	15,823	101	3,859	19,683	101	6,872	22,695	3,013
Placentia Unified	147	6,742	591	22,583	29,325	147	10,002	16,744	(12,582)
Placer Union High	185	8,485	493	18,839	27,324	185	12,587	21,072	(6,251)
Plumas Unified	88	4,036	86	3,286	7,322	86	5,851	9,888	2,565
Point Arena Joint Union	0	0	0	0	0	0	0	0	0
Pomona Unified	1,303	59,762	1,320	50,440	110,202	1,303	88,656	148,418	38,216
Porterville Union High	568	26,051	1,368	52,274	78,325	568	38,647	64,698	(13,627)
Potter Valley Unified	0	0	0	0	0	0	0	0	0
Poway Unified	115	5,274	107	4,089	9,363	107	7,280	12,555	3,192
Princeton Joint Unified	6	275	19	726	1,001	6	408	683	(318)
Ramona City Unified	0	0	75	2,866	2,866	0	0	0	(2,866)
Red Bluff Union High	129	5,917	109	4,165	10,082	109	7,416	13,333	3,251

(continued)

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	Students in school	Formula dollars	Students served	Formula dollars		Smaller count, low income or disadvantaged served	Recalculated dollars	Total, parts I & II	
Redlands Unified	266	12,200	73	2,789	14,989	73	4,937	17,167	2,177
Reef-Sunset Unified	41	1,880	0	0	1,880	0	0	1,880	0
Rialto Unified	566	25,959	386	14,750	40,709	386	26,263	52,223	11,514
Richmond Unified	1,565	71,778	676	25,831	97,609	676	45,995	117,773	20,164
Rim of the World Unified	80	3,669	111	4,242	7,911	80	5,443	9,112	1,202
Ripon Unified	25	1,147	10	382	1,529	10	680	1,827	298
River Delta Joint Unified	39	1,789	69	2,637	4,425	39	2,654	4,442	17
Riverdale Joint Union High	63	2,889	14	535	3,424	14	953	3,842	418
Riverside Unified	792	36,325	329	12,572	48,897	329	22,385	58,710	9,813
Roseville Joint Union High	0	0	163	6,229	6,229	0	0	0	(6,229)
Round Valley Unified	32	1,468	10	382	1,850	10	680	2,148	298
Rowland Unified	417	19,126	1,107	42,301	61,426	417	28,373	47,498	(13,928)
Sacramento City Unified	3,353	153,784	3,042	116,241	270,025	3,042	206,978	360,762	90,737
Saddleback Valley Unified	34	1,559	326	12,457	14,017	34	2,313	3,873	(10,144)
Salinas Union High	460	21,098	475	18,151	39,248	460	31,298	52,396	13,148
San Lorenzo Unified	153	7,017	177	6,764	13,781	153	10,410	17,427	3,647
San Bernardino City Unified	2,236	102,553	2,342	89,493	192,046	2,236	152,138	254,691	62,645
San Benito Joint Union	78	3,577	124	4,738	8,316	78	5,307	8,885	569
San Juan Unified	957	43,892	1,528	58,388	102,281	957	65,114	109,007	6,726
San Leandro Unified	81	3,715	158	6,038	9,753	81	5,511	9,226	(526)
San Jacinto Unified	71	3,256	5	191	3,447	5	340	3,597	149
San Rafael City High	66	3,027	60	2,293	5,320	60	4,082	7,109	1,790
San Pasqual Valley Unified	0	0	16	611	611	0	0	0	(611)
San Lorenzo Valley Unified	43	1,972	63	2,407	4,380	43	2,926	4,898	518
San Ramon Valley Unified	12	569	600	22,927	23,478	12	816	1,367	(22,111)
San Jose Unified	888	40,728	1,502	57,395	98,122	888	60,420	101,147	3,025
San Mateo Union High	111	5,091	2,162	82,615	87,706	111	7,552	12,643	(75,062)
San Luis Coastal Unified	81	3,715	47	1,796	5,511	47	3,198	6,913	1,402
San Marino Unified	2	92	76	2,904	2,996	2	136	228	(2,768)
San Francisco Unified	3,950	181,165	2,600	99,352	280,517	2,600	176,904	358,069	77,553
San Marcos Unified	56	2,568	187	7,146	9,714	56	3,810	6,379	(3,335)
San Dieguito Union High	52	2,385	120	4,585	6,970	52	3,538	5,923	(1,047)
San Diego City Unified	3,451	158,279	9,170	350,406	508,684	3,451	234,807	393,085	(115,599)
Sanger Unified	214	9,815	491	18,762	28,577	214	14,561	24,376	(4,202)

(continued)

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	Students in school	Formula dollars	Students served	Formula dollars		Smaller count, low income or disadvantaged served	Recalculated dollars	Total, parts I & II	
Santa Ana Unified	758	34,765	1,459	55,752	90,517	758	51,574	86,340	(4,177)
Santa Paula Union High	140	6,421	108	4,127	10,548	108	7,348	13,769	3,221
Santa Rosa High	516	23,666	1,158	44,250	67,916	516	35,109	58,775	(9,141)
Santa Cruz City High	248	11,374	89	3,401	14,775	89	6,056	17,430	2,655
Santa Clara Unified	231	10,595	8	306	10,900	8	544	11,139	239
Santa Ynez Valley Union	12	550	3	115	665	3	204	754	89
Santa Maria Joint Union	257	11,787	650	24,838	36,625	257	17,486	29,274	(7,352)
Santa Barbara High	188	8,623	66	2,522	11,145	66	4,491	13,113	1,969
Santa Monica-Malibu United	176	8,072	280	10,699	18,772	176	11,975	20,047	1,276
Selma Unified	145	6,650	36	1,376	8,026	36	2,449	9,100	1,074
Sequoia Union High	328	15,044	577	22,048	37,092	328	22,317	37,361	269
Shandon Joint Unified	5	229	0	0	229	0	0	229	0
Shasta Union High	756	34,674	385	14,712	49,385	385	26,195	60,869	11,484
Shoreline Unified	14	642	0	0	642	0	0	642	0
Sierra Joint Union High	61	2,798	38	1,452	4,250	38	2,586	5,383	1,133
Sierra Sands Unified	37	1,697	178	6,802	8,499	37	2,517	4,214	(4,284)
Sierra-Plumas Joint Unified	12	550	0	0	550	0	0	550	0
Silver Valley Unified	28	1,284	0	0	1,284	0	0	1,284	0
Simi Valley Unified	78	3,577	2,269	86,703	90,281	78	5,307	8,885	(81,396)
Siskiyou Union High	51	2,339	38	1,452	3,791	38	2,586	4,925	1,133
Snowline Joint Unified	28	1,284	56	2,140	3,424	28	1,905	3,189	(235)
Sonoma Valley Unified	40	1,835	138	5,273	7,108	40	2,722	4,556	(2,552)
Sonora Union High	141	6,467	85	3,248	9,715	85	5,783	12,250	2,535
South San Francisco Unified	86	3,944	100	3,821	7,766	86	5,851	9,796	2,030
South Pasadena Unified	38	1,743	59	2,255	3,997	38	2,586	4,328	331
South Bay Union High	130	5,962	211	8,063	14,025	130	8,845	14,808	782
Southern Kern Unified	27	1,238	54	2,063	3,302	27	1,837	3,075	(226)
Southern Trinity Joint	10	459	0	0	459	0	0	459	0
Southern Humboldt Joint	32	1,468	0	0	1,468	0	0	1,468	0
St. Helena Unified	15	688	0	0	688	0	0	688	0
Stockton City Unified	2,543	116,634	3,336	127,476	244,109	2,543	173,026	289,660	45,550
Stony Creek Joint Unified	5	229	0	0	229	0	0	229	0
Strathmore Union High	45	2,064	0	0	2,064	0	0	2,064	0
Summerville Union High	50	2,293	8	306	2,599	8	544	2,838	239

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District	Formula, part I (low income)		Formula, part II (Disadvantaged served in vocational education)		Total, parts I & II	Recalculation using modified formula			Change in allocation by eliminating "academically" disadvantaged
						Part II			
	Students in school	Formula dollars	Students served	Formula dollars		Smaller count, low income or disadvantaged served	Recalculated dollars	Total, parts I & II	
Surprise Valley Joint Unified	7	321	14	535	856	7	476	797	(59)
Sutter Union High	18	826	22	841	1,666	18	1,225	2,050	384
Sweetwater Union High	2,120	97,233	1,292	49,370	146,603	1,292	87,908	185,141	38,538
Taft Union High	38	1,743	31	1,185	2,927	31	2,109	3,852	925
Tahoe-Truckee Unified	22	1,009	6	229	1,238	6	408	1,417	179
Tamalpais Union High	109	4,999	62	2,369	7,368	62	4,218	9,218	1,849
Tehachapi Unified	24	1,101	29	1,108	2,209	24	1,633	2,734	525
Temple City Unified	59	2,706	69	2,637	5,343	59	4,014	6,720	1,378
Templeton Unified	11	505	0	0	505	0	0	505	0
Torrance Unified	120	5,504	871	33,283	38,787	120	8,165	13,669	(25,118)
Tracy Joint Union High	0	0	617	23,577	23,577	0	0	0	(23,577)
Tranquillity Union High	138	6,329	127	4,853	11,182	127	8,641	14,970	3,788
Travis Unified	3	138	8	306	443	3	204	342	(102)
Trinity Union High	79	3,623	105	4,012	7,636	79	5,375	8,998	1,363
Trona Joint Unified	26	1,192	0	0	1,192	0	0	1,192	0
Tulare Joint Union High	639	29,307	1,147	43,829	73,137	639	43,478	72,785	(352)
Tulelake Basin Joint United	38	1,743	6	229	1,972	6	408	2,151	179
Turlock Joint Union High	255	11,695	349	13,336	25,032	255	17,350	29,046	4,014
Tustin Unified	112	5,137	0	0	5,137	0	0	5,137	0
Ukiah Unified	241	11,053	36	1,376	12,429	36	2,449	13,503	1,074
Upper Lake Union High	37	1,697	45	1,720	3,417	37	2,517	4,214	798
Vacaville Unified	189	8,668	370	14,139	22,807	189	12,860	21,528	(1,279)
Vallejo City Unified	359	16,465	70	2,675	19,140	70	4,763	21,228	2,088
Ventura Unified	206	9,448	256	9,782	19,230	206	14,016	23,464	4,234
Victor Valley Union High	504	23,116	0	0	23,116	0	0	23,116	0
Visalia Unified	701	32,151	939	35,881	68,032	939	63,890	96,041	28,008
Vista Unified	190	8,714	191	7,299	16,013	190	12,928	21,642	5,629
Walnut Valley Unified	48	2,201	411	15,705	17,907	48	3,266	5,467	(12,439)
Wasco Union High	63	2,889	0	0	2,889	0	0	2,889	0
Washington Union High	301	13,805	1,098	41,957	55,762	301	20,480	34,285	(21,477)
Washington Unified	297	13,622	257	9,821	23,442	257	17,486	31,108	7,666
West Covina Unified	119	5,458	1,095	41,842	47,300	119	8,097	13,555	(33,746)
Western Placer Unified	67	3,073	406	15,514	18,587	67	4,559	7,632	(10,955)
Westwood Unified	28	1,284	17	650	1,934	17	1,157	2,441	507

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Wheatland Union High	5	229	58	2,216	2,446	5	340	570	(1,876)
Whittier Union High	896	41,095	325	12,419	53,514	325	22,113	63,208	9,694
William S. Hart Union High	90	4,128	848	32,404	36,532	90	6,124	10,251	(26,280)
Williams Unified	15	688	0	0	688	0	0	688	0
Willits Unified	93	4,265	19	726	4,991	19	1,293	5,558	567
Willows Unified	30	1,376	23	879	2,255	23	1,565	2,941	686
Winters Joint Unified	29	1,330	12	459	1,789	12	816	2,147	358
Woodlake Union High	79	3,623	286	10,929	14,552	79	5,375	8,998	(5,554)
Woodland Joint Unified	138	6,329	268	10,241	16,570	138	9,390	15,719	(851)
Yosemite Union High	32	1,468	22	841	2,308	22	1,497	2,965	656
Yreka Union High	87	3,990	177	6,764	10,754	87	5,919	9,910	(844)
Yuba City Unified	133	6,100	371	14,177	20,277	133	9,049	15,149	(5,127)
Yucaipa Joint Unified	98	4,495	156	5,961	10,456	98	6,668	11,163	707
Regional occupational programs/centers									
49er ROP[b]	0	0	0	0	0	0	0	0	0
Amador/Livermore ROP	0	0	14	535	535	14	953	953	418
Antelope Valley ROP	0	0	164	6,267	6,267	164	11,159	11,159	4,892
Baldy View ROP	0	0	0	0	0	0	0	0	0
Butte County ROP	0	0	112	4,280	4,280	112	7,620	7,620	3,341
Calaveras County	0	0	189	7,222	7,222	189	12,860	12,860	5,637
Calif Youth Authority	0	0	0	0	0	0	0	0	0
Capistrano-Laguna ROP	0	0	0	0	0	0	0	0	0
Central Santa Clara ROP	0	0	887	33,894	33,894	887	60,352	60,352	26,457
Central Sierra ROP	0	0	0	0	0	0	0	0	0
Central County ROP	0	0	269	10,279	10,279	269	18,303	18,303	8,024
Coastline ROP	0	0	142	5,426	5,426	142	9,662	9,662	4,236
Colton-Red-Yucaipa ROP	0	0	0	0	0	0	0	0	0
Contra Costa ROP	0	0	532	20,329	20,329	532	36,197	36,197	15,868
Del Norte Co. ROP	0	0	3	115	115	3	204	204	89
E. San Gabriel ROP	0	0	202	7,719	7,719	202	13,744	13,744	6,025
Eden Area Vocational Program	0	0	10	382	382	10	680	680	298
Fremont-Newark ROP	0	0	0	0	0	0	0	0	0
Fresno Metro ROP	0	0	0	0	0	0	0	0	0

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	Students in school	Formula dollars	Students served	Formula dollars		Smaller count, low income or disadvantaged served	Recalculated dollars	Total, parts I & II	
Glenn County ROP	0	0	10	382	382	10	680	680	298
Hart ROP	0	0	9	344	344	9	612	612	268
Hayward-New Haven ROP	0	0	0	0	0	0	0	0	0
Humboldt County ROP	0	0	0	0	0	0	0	0	0
Imperial Valley ROP	0	0	0	0	0	0	0	0	0
Inyo County ROP	0	0	0	0	0	0	0	0	0
Kern Co. ROP	0	0	0	0	0	0	0	0	0
Kings County ROP	0	0	1,353	51,701	51,701	1,353	92,058	92,058	40,357
La Puente Valley ROP	0	0	0	0	0	0	0	0	0
Lake County ROP	0	0	0	0	0	0	0	0	0
Lassen ROP	0	0	197	7,528	7,528	197	13,404	13,404	5,876
Long Beach Unified ROP	0	0	121	4,624	4,624	121	8,233	8,233	3,609
Los Angeles County ROP	0	0	4,330	165,459	165,459	4,330	294,614	294,614	129,155
Los Angeles Unified ROP	0	0	0	0	0	0	0	0	0
Marin County ROP	0	0	104	3,974	3,974	104	7,076	7,076	3,102
Mendocino County ROP	0	0	224	8,560	8,560	224	15,241	15,241	6,681
Merced County ROP	0	0	0	0	0	0	0	0	0
Mission Trails ROP	0	0	560	21,399	21,399	560	38,102	38,102	16,704
Modoc County ROP	0	0	0	0	0	0	0	0	0
Napa County ROP	0	0	58	2,216	2,216	58	3,946	3,946	1,730
North Orange Co. ROP	0	0	1,773	67,750	67,750	1,773	120,635	120,635	52,885
North Kern Voc. Training Ctr	0	0	0	0	0	0	0	0	0
Oakl-Emery-Pied-Alam ROP	0	0	572	21,857	21,857	572	38,919	38,919	17,062
Plumas & Sierra Co. ROP	0	0	0	0	0	0	0	0	0
Riverside Co. ROP	0	0	0	0	0	0	0	0	0
Sacramento Co. ROP	0	0	0	0	0	0	0	0	0
San Mateo Co. ROP	0	0	134	5,120	5,120	134	9,117	9,117	3,997
San Joaquin Co. ROP	0	0	0	0	0	0	0	0	0
San Francisco Co. ROP	0	0	70	2,675	2,675	70	4,763	4,763	2,088
San Diego Co. ROP	0	0	126	4,815	4,815	126	8,573	8,573	3,758
San Bernardino Co. ROP	0	0	37	1,414	1,414	37	2,517	2,517	1,104
Santa Cruz Co. ROP	0	0	0	0	0	0	0	0	0
Santa Clara North ROP	0	0	166	6,343	6,343	166	11,295	11,295	4,951
Santa Barbara Co. ROP	0	0	0	0	0	0	0	0	0

(continued)

District	Formula, part I (low income)		Formula, part II (Disadvantaged served in vocational education)		Total, parts I & II	Recalculation using modified formula			Change in allocation by eliminating "academically" disadvantaged
	Students in school	Formula dollars	Students served	Formula dollars		Part II: Smaller count, low income or disadvantaged served	Part II: Recalculated dollars	Total, parts I & II	
Santa Lucia ROP	0	0	45	1,720	1,720	45	3,062	3,062	1,342
Santa Clara-South Co. ROP	0	0	0	0	0	0	0	0	0
Shasta-Trinity ROP	0	0	0	0	0	0	0	0	0
Siskiyou Co. ROP	0	0	0	0	0	0	0	0	0
Solano County ROP	0	0	35	1,337	1,337	35	2,381	2,381	1,044
Sonoma Co. ROP	0	0	0	0	0	0	0	0	0
Southeast L.A. Co. ROP	0	0	1,072	40,963	40,963	1,072	72,939	72,939	31,976
Southern California ROC	0	0	135	5,159	5,159	135	9,185	9,185	4,027
Stanislaus-Tul-Mono ROP	0	0	0	0	0	0	0	0	0
Tehama County ROP	0	0	0	0	0	0	0	0	0
Tri-Cities ROP	0	0	0	0	0	0	0	0	0
Tri-County ROP	0	0	0	0	0	0	0	0	0
Tulare Co. Org. Voc. Ed.	0	0	0	0	0	0	0	0	0
Valley ROP	0	0	0	0	0	0	0	0	0
Ventura County ROP	0	0	8	306	306	8	544	544	239
West Side ROP	0	0	0	0	0	0	0	0	0
Yolo County ROP	0	0	0	0	0	0	0	0	0
State Totals	**144,447**	**$6,625,000**	**173,374**	**$6,625,000**	**$13,250,000**	**97,369**	**$6,625,000**	**$13,250,000**	**$0**

[a]Approximately 4,500 of the 18,000 disadvantaged students served in vocational education in the Hacienda La Puente district are high school students, according to California officials. Of the remainder, about 4,500 are in adult vocational education programs operated by the district and 9,000 are youths and adults receiving vocational education services while in correctional institutions that are located in the district's attendance area. State officials told us that most people in the latter group are taking only one or two vocational courses.

[b]ROP = Regional Occupational Program
ROC = Regional Occupational Center

Source: State of California Disadvantaged Population Allocation, 1986-1987 School Year.

Major Contributors to This Report

Human Resources Division, Washington, D.C.	William J. Gainer, Director for Education and Training, (202) 275-5365 Fred E. Yohey, Assistant Director for Elementary and Secondary Education David A. Bellis, Social Science Analyst Sandra L. Baxter, Site Senior Virginia T. Douglas, Reports Analyst
Dallas Regional Office	Christina M. Nicoloff, Site Senior Margaret S. Quinlan, Evaluator
Philadelphia Regional Office	David J. Toner, Senior Evaluator Thomas P. Hubbs, Evaluator-in-Charge Paul C. Schwartzel, Site Senior Harry S. Shanis, Site Senior Laura A. Petty, Evaluator Marianne T. Rullo, Evaluator Michelle C. Walker, Evaluator
San Francisco Regional Office	Christina L. Warren, Site Senior David Moreno, Evaluator

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